

Overview: Mission/Vision Statement and Funding

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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Polk County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Polk County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The AIG vision for the Gifted Education Program in Polk County Schools is to provide students in our community with an education that is challenging and prepares them for success beyond high school and for the changing needs in a globally competitive world. Our schools deliberately and diligently strive to identify all gifted students and serve their

unique learning styles with intention, rigor and social/emotional support. With the presence of caring teachers, dedicated administrators, effective educational programs, involved parents, supportive community members and exceptional students, the Polk County Schools AIG program will continue to grow and improve, increasing capacity to support and engage our gifted and talented learners.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 155,459.23	* \$ 3,498.25	* \$ 16,000.00	* \$ 0.00

Standard 1: Student Identification

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

The referral process consists of a teacher (in any class), parents, guidance, MTSS, or the student themselves suggesting the student be screened/monitored for six weeks. A referral must include specific reasoning/evidence. The steps involved in the identification process (AG, IG, AI, AM and AR) are listed under Practice B. In order to serve promising students brought before the AIG school teams who do not meet the district criteria, Polk County Schools will make efforts to verify need for differentiation in these individuals. Data will be collected on Potential, Creativity and Motivation using behavior checklists, work samples and observations. The background and environmental influences are investigated. This effort will be purposeful and diligent with the hopes of identifying underrepresented populations: ML, Twice-Exceptional, students of poverty, racial/ethnic backgrounds and students with Adverse Childhood Experiences (ACES) and health related factors (social/emotional/physical). Service delivery will be determined at each school. The AIG department collaborates with personnel in EC, ML, MTSS, and all areas of grade level academia to gain an understanding and comprehensive picture for individual learner profile and students' potential.

Beginning in Pre-K classrooms, teachers are provided professional development in order to identify skills/ behaviors that could lead to gifted identification. Observations are conducted by the AIG coordinator/or designee using the behavior checklist developed from PETS (Primary Education Thinking Skills). Potential students for the talent pool are monitored, but not identified. Coordinator consults with teachers to develop potential in these students. Documentation is kept on file to share with Kindergarten teachers the following year.

Students in Kindergarten - 2nd grade: Teachers can use the PETS Behaviour Checklist (K-3 PETS curriculum for teaching higher level thinking in Bloom's Taxonomy), Amplify/MClass and state math assessments, classroom observations, informal testing, formative assessments/products and parent/teacher referrals to place (but not formally identify as gifted) students for Talent Development. If students are demonstrating skills more than 2 years above their peers in thinking/reasoning, reading and/or math skills then differentiated services by the classroom teacher and/or the AIG teacher with pull-out and/or consultative services are provided by the AIG teacher. Formal identification does not occur at this point. The student will remain in the Talent Development pool until data shows different from the criteria.

Communication between the homeroom teacher, guidance, and the AIG ensures students in Grade 3 who score a high level 5 (+95%) on the BOG (Beginning of Grade) test and demonstrate gifted behaviors/potential using the selected gifted behavior checklist, and have teacher recommendations are placed in the Talent Development category for Reading (potential for identification as AR - Academically Gifted in Reading). These students are served in the classroom with differentiation and by pull-out and/or consultative program delivered by the AIG teacher. Students in Grade 3 who demonstrate potential in Math based on classroom performance, review of state check ins, demonstrate gifted behaviors using selected gifted behaviors checklist and have teacher recommendation are placed in the Talent Development category for Math (potential for identification as AM - Academically Gifted in Math). These students are served with differentiation in the classroom and pull-out and/or consultative program by the AIG teacher.

Students in K - 3 who transfer into our county with private or school testing data in place, demonstrating gifted potential (academically or intellectually) are monitored for a short period (up to 6 weeks) by the classroom teacher. Behavior information and academic data are collected. In consultation with the parents/guardians, teachers and AIG teacher/school committee, a plan is developed for this student (consultative support or pull-out services) including differentiation in the classroom. Students with testing completed by a private entity are considered for services and are placed officially in 4th grade if criteria are

met. At the end of 3rd grade, results of the Math and Reading EOGs open more opportunities for services. Students who score 93% or above are considered for services. Academic work and gifted behaviors are evaluated. Students are served with differentiated classroom instruction, consultative and/or pull out services by the AIG teacher (currently using EOGS, other research-based indicators of achievement measurement may be used beginning in Grade 3) Based on HB986, all students who score a level 5 in math beginning in grade 3 are to be given differentiated instruction in the classroom with flexible or across grade level grouping and/or pull out services. Their progress is monitored by the AIG teacher and the subject area teacher. As qualifying information becomes available (EOG 93% and/or CogAt 120 + Quantitative & Nonverbal), beginning in 4th grade, the students can be formally qualified as AM (Academically Gifted in Math) and/or IG (Intellectually Gifted) in Math. (AIG teacher maintains files on level 5s in Math below 93% and shares information with next grade level and handles transfer of these files to middle school). Formal identification begins in 4th grade after one cycle of testing (Grade 3 EOGs or other indicators of achievement) and CogAt administration in the beginning of grade 4. Students can be considered for formal placement at the end of each testing cycle at the beginning of Grade 4. At any time, students who show academic strengths in math and reading, can be considered for differentiated services. Released DPI tests or other indicators of achievement in the subject area may be used for determining factors. This situation allows for consideration of ML, transfer students or twice-exceptional students. All students who perform significantly above their peers as noted by classroom performance and teacher/parent recommendation will be monitored for formal placement with qualifying requirements.

*** Practice B**

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

All students who are identified in any North Carolina LEA prior to transferring to Polk County are placed and served. All out-of-state students are served based on documentation from the other states with matching aptitude and/or achievement data. Formal identification requires a year testing cycle and data collection based on classroom performance. Off grade level testing is administered in a case by case basis to determine the need for grade advancement (either whole grade or subject area).

No child is labeled "de-gifted" once identified. Students who do not achieve to match potential are given opportunities through Intervention plans to meet their needs. Only parents and legal guardians can withdraw students from the AIG program.

Students in K - 3 who transfer into our county with private or school testing data in place, demonstrating gifted potential (academically or intellectually) are monitored for a short period (up to 6 weeks) by the classroom teacher. Behavior information and academic data are collected. In consultation with the parents/guardians, teachers and AIG teacher/school committee, a plan is developed for this student (consultative support or pull-out services) including differentiation in the classroom. Students with testing completed by a private entity are considered for services and are placed officially in 4th grade if criteria are met. At the end of 3rd grade, results of the Math and Reading EOGs open more opportunities for services. Students who score 93% or above are considered for services. Academic work and gifted behaviors are evaluated. Students are served with differentiated classroom instruction, consultative and/or pull out services by the AIG teacher (currently using EOGS, other research-based indicators of achievement measurement may be used beginning in Grade 3) Based on HB986, all students who score a level 5 in math beginning in grade 3 are to be given differentiated instruction in the classroom with flexible or across grade level grouping and/or pull out services. Their progress is monitored by the AIG teacher and the subject area teacher. As qualifying information becomes available (EOG 93% and/or CogAt 120 + Quantitative & Nonverbal), beginning in 4th grade, the students can be formally qualified as AM (Academically Gifted in Math) and/or IG (Intellectually Gifted) in Math. (AIG teacher maintains files on level 5s in Math below 93% and shares information with next grade level and handles transfer of these files to middle school). Formal identification begins in 4th grade after one cycle of testing (Grade 3 EOGs or other indicators of achievement) and CogAt administration in beginning of grade 4. Students can be considered for formal placement at the end of each testing cycle at the beginning of Grade 4. At any time, students who show academic strengths in math and reading, can be considered for differentiated services. Released EOG tests or other indicators of achievement in the subject area may be used for determining factors. This situation allows for consideration of ML, transfer students or twice-exceptional

students. All students who perform significantly above their peers as noted by classroom performance and teacher/parent recommendation will be monitored for formal placement with qualifying requirements.

As part of the identification process and differentiation for students, the previous year released Math EOG in the current grade and one grade level above may be given to show mastery and learning ahead of peers. Students within the talent pool may develop a portfolio of evidence gathered by the homeroom teacher and/or AIG consultant. The AIG consultant stays in contact with the ML teacher, EC teacher, guidance, and the MTSS team for each LEA in K-5 to make sure all students have an opportunity to show strengths and talents through equitable assessments.

There are five pathways for identification starting in fourth grade: AR - Academically Gifted in Reading, AM - Academically Gifted in Math, AG - Academically Gifted in both Reading and Math, IG - Intellectually Gifted, and AI - Academically and Intellectually gifted. In grades four through six students must meet four of the five components for identification. The AIGT will take into consideration the talents, potential, and motivation of all students during the monitoring/screening and identification process for possible identification. The table describes the criteria for identification and talent pool nurturing at elementary, middle, and high school levels.

All teachers, administrators, support personnel and parents are given access to screening and qualifying information for identification through the Inside Polk Schools website. The AIG teacher or designee shares the information with staff at meetings in each school at least once a year. AIG Information boards are located at each school. Brochures are printed in English and Spanish and are placed strategically. AIG Teacher will speak individually or in small groups with any Polk County staff, parents and/or community groups to clarify the process leading to identification.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: - Two grade levels above peers in reading using Amplify/MClass data - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples	* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: - State Math Assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples	* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: - Two grade levels above peers in reading using Amplify/MClass data - State Math Assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples	* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: - Two grade levels above peers in reading using Amplify/MClass data - State Math Assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples	* Students are not formally identified at this grade level. Considerations for Talent Pool monitoring are as follows: - Two grade levels above peers in reading using Amplify/MClass data - State Math Assessments - PETS Behaviors Checklist - Classroom Observations - Informal Testing - Parent/Teacher/Support Staff Referrals - MTSS Data - Work Samples

3-5	<p>* Starting in Grade 4 93% + on EOG in Reading or other indicator of achievement Gifted Behaviors Checklist Final grade average ELA 90% + Teacher recommendation Completed Interest Survey(baseline writing sample,learning preferences and motivation assessment) Must meet 4 out of 5 criteria</p>	<p>* Starting in Grade 4 - 93% and above on the Reading and Math EOGs or other indicators for achievement including the next grade level released EOG - EOG - Gifted Behaviors Checklist - Final grade average Math 90% + - Teacher recommendation - Completed Interest Survey o (baseline writing sample, learning preferences and motivation assessment) - Must meet 4 out of 5 criteria</p>	<p>* Starting in Grade 4 - IG ~ 95% or higher NonVerbal on CogAT - CogAT score <120 on SAS/Verbal/NonVerbal - IG ~ Reading and/or Math: o 120+ SAS Verbal/Reading o 120+ SAS Quantitative or NonVerbal/Math - Gifted Behaviors Checklist - Final grade average in subject(s) 90% + - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences and motivation assessment) - Must meet 4 out of 5 criteria</p>	<p>* Starting in Grade 4 - 93% + range on Reading and Math EOGs or other indicators of achievement including the next grade level released EOG - 120+ on the Verbal and Quantitative subtests of the CogAt - Gifted Behaviors Checklist - Final grade average in subject(s) 90% + - Teacher recommendation - Completed Interest Survey (baseline writing sample, learning preferences and motivation - assessment) - Must meet 4 out of 5 criteria</p>
6-8	<p>* 93% + on EOG, EOC, or other indicator of achievement in Reading Final grade average ELA 90% + and/or work samples demonstrating mastery Completed Interest Survey (measured using interviews, observations and responses to inventory) Gifted Behaviors Checklist Leadership Ability/based on performance on school teams/clubs, community engagement Teacher/Principal/Support Personnel/Parent Recommendation Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 93%+ on EOG, EOC, or other indicator of achievement in Math - Final grade average Math 90% + and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal/Support Personnel/Parent Recommendation Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 97%+ NonVerbal on CogAT or other assessment - IG ~ Reading and/or Math: o 120+ SAS Verbal/Reading o 120+ SAS Quantitative or NonVerbal/MathCompleted Interest Survey (measured using interviews, observations and responses to inventory) - Leadership Ability (based on performance on school teams/clubs, community engagement - Teacher/Principal/Support Personnel/Parent Recommendation - Gifted Behaviors Checklist - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 93% + range on Reading and Math EOGs (or other indicators of achievement) - 120+ on the Verbal and Quantitative subtests of the CogAt - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>

9-12	<p>* - 93% + on EOG in Reading or other indicator of achievement - Final grade average ELA 90% + and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Student choice for placement in advanced subject areas courses (including Polk County Early college for college credits and Isothermal Community College (2.8 Weighted GPA) for dual enrollment) regardless of AIG identification. Performance determines continued access. - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 93% + on EOG in Math or other indicator of achievement - Final grade average Math 90% + and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Student choice for placement in advanced subject areas courses (including Polk County Early college for college credits and Isothermal Community College (2.8 Weighted GPA) for dual enrollment) regardless of AIG identification. Performance determines continued access. - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 93%+ on EOG, EOC, or other indicator of achievement in Reading & Math - Final grade average Reading & Math 90% + and/or work samples demonstrating mastery - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Student choice for placement in advanced subject areas courses (including Polk County Early college for college credits and Isothermal Community College (2.8 Weighted GPA) for dual enrollment) regardless of AG identification. Performance determines continued access. - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement - on school teams/clubs, community engagement - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 97%+ NonVerbal on CogAT or other assessment - IG ~ Reading and/or Math: o 120+ SAS Verbal/Reading or NonVerbal/Math - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Student choice for placement in advanced subject areas courses (including Polk County Early college for college credits and Isothermal Community College (2.8 Weighted GPA) for dual enrollment) regardless of AG identification. - Performance determines continued access. - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>	<p>* - 93% + range on Reading and Math EOGs (or other indicators of achievement) - 120+ on the Verbal and Quantitative subtests of the CogAt - Completed Interest Survey (measured using interviews, observations and responses to inventory) - Student choice for placement in advanced subject areas courses (including Polk County Early college for college credits and Isothermal Community College (2.8 Weighted GPA) for dual enrollment) regardless of AG identification. Performance determines continued access. - Gifted Behaviors Checklist - Leadership Ability (based on performance on school teams/clubs, community engagement) - Teacher/Principal/Support Personnel/Parent Recommendation - Must meet Aptitude OR Achievement plus 3 out of 5 criteria</p>
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*** Practice C**

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

In order to serve promising students brought before the AIG school teams who do not meet the district criteria, Polk County will make efforts leading to identification in these individuals. Data will be collected on Potential, Creativity and Motivation using behavior checklists, work samples and observations. The background and environmental influences are investigated. This effort will be purposeful and diligent with the hopes of identifying underrepresented populations: Multilingual

<p>learners, Twice Exceptional, economically disadvantaged, culturally/ethnically diverse backgrounds and students with Adverse Childhood Experiences (ACES) and health related factors (social/emotional/physical).</p> <p>Service delivery will be determined at each school. The AIG teacher/coordinator consults with the exceptional children's (EC) teachers, ML, Speech/Language and Title 1 teachers, counselors, and other support personnel in order to share gifted behavior checklists and identification criteria. Factors to be considered include rapid language acquisition and asynchronous development. Support personnel are informed that gifted identification should not be limited by attention disorders, asynchronous development, speed of language acquisition, attention issues, Asperger's syndrome, and the social/emotional needs of the highly gifted. (Noted: rapid language acquisition could indicate giftedness) Alternative forms of aptitude/achievement assessments can be administered individually, if deemed necessary by the administration. These assessments are available in our county - Educational (achievement): Woodcock Johnson Test of Achievement, 4th Ed. (WJ ACH-IV); Kaufman Test of Educational Achievement, 3rd Ed. (KTEA-3); Comprehensive Mathematical Abilities Test (CMAT); and Test of Reading Comprehension, 4th Ed. (TORC-4) Cognitive (Aptitude) - Differential Ability Scales, 2nd Ed. (DAS-II); Wechsler Intelligence Scale for Children, 5th Ed. (WISC-V); Kaufman Assessment Battery for Children, 2nd Ed. (KABC-II); Stanford Binet Intelligence Scales, 5th Ed. (SB-5); Universal Nonverbal Intelligence Test, 2nd Ed. (UNIT-2); and Reynolds Intellectual Assessment Scales, 2nd Ed. (Rias 2)</p> <p>Students who show interest and motivation or specific achievements in related fields: art, music, drama, dance are considered a factor in identification. AIG Team monitors and analyzes the sub-group data to understand our demographics. If data analysis indicates under-representation is present, efforts to determine what remedies can develop or enhance screening pool inclusion, referral and formal identification are implemented. Equitable access is the goal for our schools. Yearly review of this data is completed by administrative appointees and AIG Team. At some point to be formally identified, students have to demonstrate aptitude or achievement at required levels. However, some of the other factors can be supplemented with appropriate criteria (i.e., special talents, leadership skills, interest areas) and services can be provided. Yearly professional development at each school is offered to expand understanding of giftedness with emphasis on social/emotional needs and to address misconceptions about various sub-groups.</p>
<p>* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA.</p> <p>AIG Coordinator meets with faculties at all schools as a large group and grade level meetings at least once a year. Coordinator is available to meet with individuals, including parents, PTO members, community organization, and updates website. AIG Coordinator conducts parent meetings annually for new placements. AIG Coordinator, Guidance Counselors, and/or Lead Teachers at middle and high school levels maintain folders of identified students and monitor progress of students on the watch list for potential qualification. Evaluations for placement occur annually using these guidelines: Aptitude 120+, Achievement 93% +, Classroom performance/Motivation, Recommendations from teachers/parents, Classroom observations/Interest surveys. However, at any time during the year, a referral and monitoring of six weeks may occur. AIG Coordinator monitors the process for each school to assure that each aligns with standards for placement and procedures. AIG Coordinator and/or Lead Teachers investigate testing data ongoing throughout the year for additions to screening pool or placement (includes new students who transfer to Polk County, consultation with ML and EC teachers, classroom teachers, counselors, and school-based social workers). Lists for evaluation/consideration are created through this work. AIG Coordinator conducts a broad sweep of the student population annually for other indicators for placement, including teacher and parent referrals, student performance, student interests/motivation or specific achievements in related fields (art, drama, music, STEM, leadership). Polk County works to ensure that all students who have potential for AIG placement receive equal opportunity within the LEA for appropriate and meaningful educational experiences.</p>
<p>* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/ families, students, and the community-at-large</p> <p>Lead coordinator/AIG teacher meets with each faculty to communicate the process for K - 12, outlining procedures for screening, referral, and identification. Lead coordinator/AIG teacher meets with community and school organizations (including afterschool programs and PTO), social workers, ML, Title 1 and EC teachers, nurses, school counselors, and administrators to share the process for identification. At these meetings, information regarding the social/emotional and special academic needs for these students are presented. Information about the identification process shared on the district website English/Spanish (and other translations as needed) brochures created, updated yearly and distributed. Also, available on school website and made available to public library branches,</p>

childcare facilities and community groups. Written protocol provided about the process with qualifying criteria to schools and parents/guardians. Information posted in school offices and made available for dissemination. Assistance requested in the development of screening pools with classroom teachers (including art, music, PE, computer, and librarian), administrators, support personnel including Title 1, EC, ML and school counselors and social workers. Coordinator/AIG teacher presents information at faculty meetings yearly to clarify questions/concerns and review the process. Coordinator/AIG teacher monitors the process at each school for consistency and procedures (accountability). Share Google Slide outlining the screening, referral, and identification processes at the beginning of each year with teachers and other stakeholders through Gmail and the district website. Share information weekly through mass emails on topics and differentiation ideas for supporting AIG students.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

AIG Forms clearly indicate placement decisions and adherence to the identification process. Paper files including student products, test scores (CogAT, BOG/EOG/EOC), DEP/IDEP, interest survey, gifted behaviors checklist, writing samples, and grades are kept by AIG contact at each school and PowerSchool documents placement date and identification category (AG, AR, AM, IG, AI) Provide parents/guardians with copies of documentation and meet for initial review, including relevant signatures. Forms clearly show procedures and methods for placement. Changes/additions to placement require an additional meeting. No child is dismissed arbitrarily from the AIG program; only a parent can remove a student. Multiple attempts are made to meet the needs of the student prior to making this decision. Steps in the intervention process are maintained in the AIG file.

*** Ideas for Strengthening the Standard**

Identify a point person for AIG at each school who can formally or informally make note of possible students who have been missed in the Talent Pool collection or have demonstrated potential and communicate with AIG consultant/coordinator. Continue to update school and county website with up to date information for AIG families and potential students. Reevaluate where information is posted for AIG awareness upon entrance to each school. Continue to change the lens of what gifted 'looks' like including recognizing 2e and ML students. Critique the lens and approach at which students are considered for the talent pool to result in less ML and neurodiverse students being pushed into AP and Honors classes at the high school level and not already on the track due to previous identification

Planned Sources of Evidence

- * Copies of revised AIG plan/brochures/website forms
- * DEP/IDEP and other forms
- * Protocol for process form

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Polk County offers a variety of embedded and standalone programming for AIG students, as well as appropriate resources, opportunities, and support. Polk County Schools strongly recommends inclusion/use of the following strategies and activities:

For students beginning as early as Prekindergarten - eighth the AIG Consultant is made aware of students who might require services through differentiation, AIG teacher consultation with student's teacher, pull-out or advanced academia. Students in 9th-12th grade regardless of identification may register for advanced courses and performance determines continuation.

The process for addition to talent pool starting in kindergarten or placement starting in fourth grade, begins if the team deems necessary and criteria is met.

K-3 Students are not identified at this level. Teachers have the PETS program for instruction and the checklist is used for the talent pool recommendations.

STEAM is used as component for talent development.

Programming is offered for these potential and/or gifted students matching their particular needs/subject area including the areas of reading, drama, math, music, and art.

These services may include pull-out, consultative, grade/subject advancement and/or differentiated instruction (enrichment, extension, acceleration) in the classroom.
Teachers are provided vertical alignment information and strategies for assessing and advancing students along this continuum.

Teachers are provided with credible and research-based sites and resources.

Teachers use formative and summative data to compact curriculum, create flexible groupings, address deficits and extend the standards to the next level.

Teachers develop global skills by infusing at an advanced level:

- high-level content for global awareness, civics and economics, literacy, and health awareness
*high-level communication and collaboration
- applied information and media literacy, including concepts, systems, and operations in challenging research contexts
*creativity and innovation
- applied life skills for leadership, ethics, accountability, people skills, self-direction, and social responsibility
*real-world learning in local, regional, and global context
- abstract ideas
- open-ended assignments
*critical thinking skills training

Services for K - 3: Although formal identification does not take place at this level, programming is offered to students who are performing significantly above their peers in reading, math, creativity and/or thinking.

These services include but are not limited to:

- Junior Great Books
- Mentors to match interests
- Challenge Math
- Literary instruction
- Small group training (cooperative learning)
- Interest development
- Socratic Inquiry
- differentiation in the classroom
- Independent study projects
- PETS program
- K-1 BeeBots and 2-3 ProBots (robotics)
- Beginning word roots (Greek and Latin stems)
- Social/emotional support
- Creativity training and other STEAM projects
- Advancement/enrichment through

Consultative assistance and/or pull out time with the AIG teacher (At this level, services based on the child's strengths in reading and/or math. Also, consideration for services includes students who show creativity in the arts,

technology expertise, advanced science and language skills and social/emotional needs and/or special interests.

Services for Grades 4 - 5 Formal identification occurs by the end of 4th grade (with some exceptions, i.e.: private testing or transfer student with supporting qualifying information).

-Services include grade or subject advancement/enrichment through differentiation in the classroom, consultative assistance and/or pullout time with the AIG teacher:

- AM/IG in math/nonverbal, AG/AI with math placement include, but are not limited to these programs: Challenge Math, Future Problem Solving, Hands on Equations and advanced work with algebraic thinking, arts integration, school based math competitions, LEGO robotics, STEM curriculum, PBLs, subject integration, research (directed or special interest), exposure to the ideas of past influential mathematicians/scientists, summer seminars, instruction in and special performance using iMovie, using green screen or other formats.

-AR/IG in reading/verbal/AI/AG with reading placement include, but are not limited to these programs: Junior Great Books, advanced literary works/authors based on performance level, Socratic Inquiry, exposure to great American writers and poets who are studied in middle and high school (age appropriate), technical and creative writing experiences, literature circles, Battle of the Books, summer seminars, Jacob's Ladder (William and Mary), concept based units, Greek/Latin word roots, geography bee, practice in public speaking (memorization or created work), instruction in and special performance using iMovie, green screen or other formats.

Services for Grades 6 – 8 At the end of each testing cycle, scores/records are reviewed for placement; new students to Polk County are reviewed and parents are notified if criteria met for qualification:

AIG (after a 4 - 8 weeks observation/data collection time period)

AIG ELA students (AR, AI, AG, IG - if strengths are identified in reading) are placed in ALA (Advanced Language Arts) as a homogeneous group for all grade levels; reading placement includes, but is not limited to, these programs: Socratic Inquiry, advanced literary/works (American and global cultures), research, advanced writing instruction (college ready), Greek/Latin word stems, Duke TIP, Battle of the Books, arts integration, Junior Great Books, summer seminars, interdisciplinary self-selected study units, Project Based Learning units, literature circles, writing contests, Chinese or Spanish instruction as an elective

AIG Math Students (AM, AI, AG, IG - nonverbal) are placed in a homogeneous group for all grade levels; math placement includes, but is not limited to: Math 1 (grade 8), Challenge Math, arts integration, STEM, coding, Duke TIP

(when active again), bridge building, summer seminars, future problem solving. *8th grade students can take Environmental Science and Math 1 for high school credit

Provided for students in grades 9-12 Advanced/Honors courses are available at each grade level PCHS has 8 AP Courses, 10 courses available through NC Virtual Public Schools Isothermal Community College (dual enrollment) College advisor from AmeriCorps on staff through funding from Polk County Community Foundation (PCCF) Counselors and Social Worker (funded through grant from Blue Ridge Health) available for emotional/social support and therapy.

- AP Chemistry and Physics available for high school juniors
 - Biology honors for 9th graders
- Biology 111 and 112 dual enrollments junior or senior year Global language endorsement (4 years in Spanish)
 - Biotech is an honors elective
- CNA license available
 - Governor's School
- Horticulture, farming, carpentry, raising goats, cheese production
 - Project Voice (Spoken Word poetry)
- AP Human Geography available for 9th and 10th grade
 - Service clubs led by students
- Buck Preston Great Writers Competition
 - Poetry Out Loud

Polk County Early College offers a smaller learning environment--current enrollment less than 60 students Individualized learning spaces--each student has his/her own study space to work on online classes "Trust Time" is a time for students to receive assistance from PCEC staff in the areas of academics and social-emotional support. PCEC Students can graduate in 4 years with a high school diploma and an Associate's degree.

Provided for students at all grade levels, as needed:

- Ability or achievement grouping/flexible instructional groups
- Abstract Content/Complex Tasks
- Critical and Group Skills training
- Open-ended assignments
- Organizational management
- Subject Integration

- Compacted curriculum
- Cooperative learning groups
- Higher Order Thinking Skills
- Problem Based Learning
- Independent Study Projects



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*** Practice B**

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

Regular consultations with school counselors to address the social/emotional needs of students with indicators or concerns. At the high school level all students through CSI and Advocate time are able to consult with school counselors to address needs and concerns. Information shared during transitions from year to year and school to school with pertinent stakeholders about specific social/emotional needs that continue to require support and safety nets. Polk County utilizes Student Services Teams to problem solve issues, address the social/emotional needs and issues around the holistic development of gifted learners. Information about the specific social/emotional needs of gifted students and the highly-gifted (i.e., perfectionism, impostor syndrome, underachievement) and successful research-based strategies to address these needs are shared with counselors/teachers. Teach students to locate a resource (an adult mentor at school) who can provide encouragement and support/AIGT locate faculty who will be willing to be these resources and be open to offering support. As a part of the AIGT, plans develop on an ongoing basis to meet these needs; updates/improvements annually; program evaluations occur annually. Use resources from Blue Ridge Health to fill the gap for the most serious needs.

*** Practice C**

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

Transitioning from grade to grade in elementary, from elementary to middle, and from middle to high school, information about the students is shared with the counselors, classroom and subject area teachers to ensure they are aware of identifying areas and special needs (social/emotional, organizational, twice-exceptional etc.). Teachers use interest surveys (i.e. Renzulli for K-5), writing samples, interviews (when appropriate), to determine interests, learning styles and preferences of students. Employ multiple criteria for AIG student identification, AIG coordinator or trained designee models PETs lessons for grades K - 3 in the elementary schools, AIG coordinator or designee at each school meets with teachers to assist in reflection on differentiation and meeting the social/emotional and academic needs of the gifted population; including: Are my gifted students able to accelerate? Do I know how my students were identified and/or in what area? Do my gifted students have regular opportunities to expand upon interest areas and strengths? Are my students encouraged to extend learning beyond the basic level of understanding? Am I truly giving different work and not just more work? Do students have opportunities and support in learning to fail? Can the students identify resources for assistance when needed? Can the students identify and use strategies to recover from setbacks/failures? Teachers have access to credible and research-based sites and resources. New teachers or those who request assistance with differentiation or other support are paired with mentors/AIG teachers or AIG coordinator. Ongoing practices are reviewed, improved and supported with fidelity and intention.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Teachers are trained and practice using formative and summative data to compact curriculum, create flexible grouping and address deficits. Teachers are provided with vertical alignment standards for advancement in the curriculum. Analysis of AIG student achievement and growth data informs grouping practices and classroom placement. Best practices are used to meet the needs of all students. Schools work to ensure AIG programming dovetails with existing strategies emphasized by the district intending to extend the learning opportunities for all students. Some programming typically seen as only for "gifted" students (Science Olympiad, Battle of the Books, etc.) are offered to all interested students and serve to extend their learning regardless of identification or potential. Any program offered for AIG students necessarily adheres to policy and practice. Board policy is reviewed in relation to gifted education to ensure those policies are effective and based on current best practice, making recommendations for new policy as needed. Maintain strong and productive partnerships with students, parents, teachers, and administrators in assuming responsibility and accountability for successful performance and academic excellence.

*** Practice E**

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

Board approved plan placed with school administrators at each school. Teachers/staff/parents are informed of the physical and digital location of the plan . Google slide presenting information about AIG programs and services available at all schools. Program standards, legislative information and state department regulations around gifted programs offered as professional development, in administrative meetings, and grade level/teacher/staff meetings. AIG brochures for teachers and parents/guardians available at the gifted "corner" at each school. DEP/IDEPs available with AIG teacher in Elementary and Middle School and the counselors or designee at high school for review by stakeholders.

*** Practice F**

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

Share types of student services and identification areas with instructional staff at the beginning of each year. On site team meetings to discuss updates on students and services twice a year (AIG coordinator or teacher). Polk County Schools maintains an effective vertical aligned and sustained K-12 AIG program, teachers and staff ensuring the quality and continuity of AIG services, especially at key transitional ages/grades. AIG team authors/reviews individual students' plans, special attention is given to facilitate continuation of services, especially during the transition years of grades 3rd to 4th, 5th to 6th, and 8th to 9th. Transfer students between Polk County elementary schools are noted so that services continue. Documentation transitions with students from year to year and includes academic information

on cognitive abilities, EOG/EOC course date, classroom grades, assessments and any relevant information (social/emotional, twice exceptional, etc.) to ensure continuity of services.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

Current research on the benefits of grade acceleration are shared with schools, parents, and board of education. Use ACT Government Education and Training resource as a guideline for grade acceleration. Polk County Schools follow state guidelines for advancement to kindergarten. In elementary schools, students are allowed opportunities to attend the next grade level for instruction in math based on classroom assessments, released EOGs and evaluation by the AIG teacher. If this option is not feasible, flexible grouping/subject acceleration/compacting and/or use of vertical alignment standards are implemented. Whole grade acceleration is an option, but requires input from the superintendent, curriculum director, principal, and teachers and parents. Safeguards are in place to maintain success for the student. AIG coordinator/teacher monitors the student's progress/satisfaction and remains in contact with the current teachers. Monitoring notes are maintained by the AIG coordinator. Students are engaged in the process and fully informed of the steps. An IDEP is developed. If the transition is from elementary to middle, transportation is provided. According to HB986, options for advanced mathematics learning within the class or in a separate setting is offered to all level 5s. Grades 6-7 are offered Math+ Classes; Level 5s in Grade 7 Math enrolled in Math 1 in Grade 8; Level 5s in Grade 8 Math enrolled in Honors Math 1 in Grade 9; Polk County High School Level 5 Math students enrolled in the next advanced math course. Focus in math instruction in Polk County in development of conceptual learning for all students in order to provide a foundation for success in abstract/discrete math in middle school and high school. Acceleration in reading occurs daily at each school with advanced grouping in elementary; AIG students in middle school participate in ALA (Advanced Language Arts) and students in high school attend Advanced/AP/Honors classes/online courses/classes at community college and/or earn college credits through Polk County Early College. PCHS used the NC Implementation Guide for CDM. If a student meets or exceeds the qualifying score on EOC assessment, the subject-level professional learning community (PLC) at PCHS will determine additional student requirements, such as artifacts and performance tasks. A committee will then review the documentation and determine whether or not the student has a deep understanding of the specific standards listed in the North Carolina Standard Course of Study. If so, the student will earn credit for the course without requiring classroom instruction and seat time. In special cases, mentors in an interest area are sought for students in isolation or in addition to grade advancement.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning

opportunities through a variety of intentional efforts, including talent development, at all grade levels.

ALG coordinator/teacher communicates service options to ML, EC teachers, Title 1 and other teachers who have specialized student focus and partner with these teachers for effective programming and to synergize efforts. Talent development begins in K - 3 using Primary Thinking Skills. Additional talent development screening pool placement continues in grade 4 and beyond; annually test data is reviewed, classroom observations and teacher interviews are conducted. Inquiries from parents are immediately addressed. Polk County policy focuses on providing appropriate and challenging services/programs to advance all students regardless of ethnicity, economic levels, ML placement, highly gifted identification and special needs.

*** Practice 1**

Enhances and further develops the needs, talents, and interests of ALG students through extra-curricular programming.

PCCF (Polk County Community Foundation) covers fees for Duke TIP in middle school with qualifying test scores for attendance. Summer Seminars are offered in STEM, advanced language arts, etc., with no fee for students and qualified teachers provide instruction. Battle of the Books, Math Competitions are available. Resources are provided for parents on contests, camps, mentors, school-based activities, Governor's School, and the School of Math and Science. Foreign language instruction in Spanish. French is available via NCVPS. Agriculture/Animal husbandry/Carpentry including home building and renovations in high school/early college Music/Band/Voice Community Theater/PacJam (Appalachian Traditional Music)/ Tryon Fine Arts Center/ FENCE (Foothills Equestrian Nature Center) and Muddy Sneakers. Mentors and community resources are sought for specific interest areas. See other programs listed in Practice A.

*** Ideas for Strengthening the Standard**

Strategies to improve the standard: Update the ALG information station at each school Create more functional need-based bibliography/discussion groups Develop Credit by Demonstrated Mastery opportunities Develop French instruction plan, Add financial advisement/planning for future success, Resume and interview process for college and work force entry.

Planned Sources of Evidence

* AIG Program plans /Attendance Data fro AIG Summer Seminars, state programs, Duke TIP

* School Improvement Team

* Grant information for PCCF, TFAC, META

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Teachers are provided resources to advance the SCOS by enhancing grade level standards and extension to the next grade level standards (use vertical alignment). Teachers have access to credible and research-based sites and resources. Teachers use formative and summative data to compact curriculum, create flexible groupings and address deficits. Access to professional development opportunities (local, statewide, NCCAT - NC Center for the Advanced of Teaching), WRESA (Western Region Education Service Alliance) and/or online courses. Teachers develop global skills by following high level content, civic and economic instruction, literacy, health awareness, communication and collaboration; creativity and innovation; real world learning in local, regional and global context Teachers develop applied information and media literacy, including concepts, systems and operations in challenging research contexts. Teachers develop life skills for leadership, ethics, accountability, people skills, self-direction and social responsibility. Ongoing information and professional development related to differentiation, enrichment, extension and acceleration offered by and/or organized by curriculum director annually; included in monthly curriculum newsletter.

*** 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.

Teachers use surveys to determine interests and learning styles/preferences of students. Teachers review DEP files from fourth through eighth grade to be aware of identification areas and needs of their students. As a response to COVID, some students already have a Renzulli profile in their permanent folder recognizing students' top three choices in area of interest, mode of learning, and product preference to show understanding. Use multiple criteria for AIG identification, including measures that reveal aptitude, achievement or potential to achieve in order to develop a comprehensive profile for each student. Teachers match strategies to the learning needs of the students. AIG teachers/coordinator/teachers with area specific strengths model lessons/provide assistance to implement instructional practices. Teachers are encouraged to reflect on their differentiation efforts and seek guidance if needed. Teachers offer regular opportunities to expand the interests and strengths of students. Teachers offer acceleration after assessments. Teachers offer opportunities for extensions of understanding, research and various products for evaluations/assessments. Teachers use summative and formative data to compact the curriculum. Teachers engage students in conversations/discussions to become more familiar with their development/critical thinking/interests/levels of understanding.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Teachers have access to credible and research-based sites and resources. Incorporate real world learning in local, regional and global context. Developing a resource library of lessons. Training and implementation of Socratic Seminars ongoing. High level content for global awareness, civics and economics, literacy, health awareness, creativity and innovation. Incorporate applied life skills for leadership, ethics, accountability, social skills, self-direction, study skills and social responsibility. Teachers are given opportunities to access new ideas and current research for gifted learners through NCAGT and NAGC and by attending conferences.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

In order to prepare every AIG student for graduation from high school competitive for future careers, college/university study and advanced learning, Polk County Schools immerse students in an exploration of the rapid global changes and influences impacting their future. Lessons are infused with exploration of government, culture, languages, social issues, history, economics, environment, health and technology. Teachers utilize instructional approaches to develop global awareness and interpersonal skills needed for the workplace of the future. Implemented strategies include, but are not limited to, communication and collaboration, critical thinking, problem solving, cooperative learning, applied

information and media literacy, including concepts, systems and operations in research context, problem-based learning, creativity and innovation, applied life skills for leadership, ethics and accountability. (Also, see Practice A).

*** Practice E**

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

Teachers use a balanced assessment approach including formative, diagnostic and summative to inform instructional decisions. Utilize teacher made, curriculum guide-based lessons using School Net, NC Check Ins, state assessments and other resources to create instructional groups and drive instruction. Professional development provided in differentiation; use of information from the Advanced Learning Division - NCDPI (Booster Shots and other sources). Each teacher uses vertical alignment information to accelerate students. Use of released test items to determine grade level proficiency.

*** Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

Social/emotional needs are a priority for Polk County. We are deeply concerned for the well-being of all our students. Teachers are instructed in identifying ACES and respond appropriately with personal interventions and referrals. Implement discussion groups of similar needs/interests lead by counselors, social workers or teachers. Utilize resources like Creative Problem Solving for Kids, The Gifted Kid Survival Guide, Too Young for This, 5 Traits of Competent Kids, related TED Talks, etc. Provide resources for bibliotherapy development infused in classrooms or separate small book studies. Pair students who require personal attention with mentors, Blue Ridge Health resource, teachers, counselors, and/or community resources.

*** Practice G**

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

Polk County Schools addresses the academic, cognitive, social/emotional needs of young students with outstanding potential in a variety of ways: Provides K-3 PET (Primary Thinking Skills) in all elementary schools. AIG coordinator

collaborates with teachers to recognize students who need differentiated instruction or support. Curriculum and instructional services options are developed as needed. Administrators allow for flexible groupings and grade level advancement. Teachers are supported with professional development, lessons and ideas to promote affective and cognitive growth, foster creativity and critical thinking skills, identify and enhance strengths and support deficits, find ways to uncover and develop areas that could lead to formal identification.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

All teachers involved with instruction for AIG students meet regularly to review instructional relevance and success (during grade level planning times) including speech, ML and EC (at least 4 times a year). Administrators and/or AIG coordinators/teachers make a concerted effort to look for, evaluate, and offer suggestions to improve instruction. AIG coordinator/teachers establish relationships with grade level chairs to plan, to troubleshoot and support instruction for gifted learners. AIG coordinator ensures smooth transitions from grade to grade and school to school.

*** 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

DEP/IDEPs (for grades 4-8) articulate the differentiated curriculum and instructional service options matching the needs of AIG students in all grade levels with formal identification. Students who are placed in the talent pool in K-3 have documentation of services and anecdotal information and academic data for future input for placement (growth, progress, interests, and insights). AIG coordinators facilitate DEP/IDEP meetings annually. AIG progress report sent home twice a year in elementary schools. Middle school and high school reports issues every 6 weeks (report cards with references to the progress made in advanced work). End of Year reviews for students in transition years (elementary to middle, middle to high). AIG coordinator and/or AIG teachers attend IEP and 504 meetings for twice-exceptional children, remembering to include AIG services and programs that are included in the IEP.

*** Ideas for Strengthening the Standard**

Identify an AIG faculty representative at each school to support efforts to differentiate instruction and identify/add to talent pool (Having a certified AIG teacher on the MTSS team at each school: this could include the guidance

counselor and/or an EC teacher)
 Continue to develop social/emotional programs at all levels
 Signature form for each teacher to sign attesting to reading the new plan at the beginning of each three year cycle as well as all new teachers into the LEA between board approvals.

Planned Sources of Evidence

- * DEP/IDEP forms
- * folders kept on all AIG and Talent Pool students
- * Meeting notes Report cards and progress notes

Documents

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

Standard 4: Personnel and Professional Development

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

An AIG educator with state licensure has served as coordinator since November 2015. AGIT and county administrators ensure the local plan is developed, enhanced and implemented with fidelity. Maintains and recruits highly qualified, interested and motivated teachers to engage/instruct the AIG students in each school. Teachers are encouraged to pursue licensure and financial resources are investigated. Teachers are encouraged to take the PRAXIS for Gifted. AIG coordinator acts as the vocal advocate for AIG students and programming to the school board, administration, schools and community. AIG coordinator handles/monitors folders for elementary students, oversees the updates and transition of folders from middle school to high school. AIG coordinator recruits and encourages parents to advocate for their students. AIG coordinator facilitates DEP meetings. Professional development developed and offered yearly. During the three-year period between revision, monitors changes and makes additions.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

AIG coordinator promotes gifted education at each school and engages interested teachers and counselors in supporting the needs of the gifted. Highly qualified teachers work with the gifted in each school. AIG teachers recognize and nurture the unique needs of gifted learners in collaboration with counselors, social workers, parents and other teachers to ensure the integration of social and emotional factors necessary for high performance in gifted students. AIG teachers consult with counselors related to course selection for the AIG students, personal and social

issues, help in college/career selection and programming to develop life planning skills that are consistent with students needs and interests. Professional development encouraged, resources made available including referral to Division of Advanced Learning, NCAGT, National Gifted Association, Books: Teaching Gifted Kids in Today's Classroom (Winebrenner), Best Practices in Gifted Education (A. Robinson, B. Shore, D. Enersen), Learning for Life in Our Times (B. Trilling and C. Fadel). AIG Plan made available for review. Local AIG Plan shares information about current research, new resources and DPI updates with schools.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Professional development in identifying gifted students, instructional strategies, curriculum development, differentiation and social/emotional needs is promoted and offered annually. Administrators expect and require that every teacher be aware and plan for the individual needs of their students. Teachers are allotted time for planning and team meetings. Maintains specific professional development requirements for classroom teachers, school counselors, special education teachers, ML teachers, administration, speech/language therapists and other specialists, with training modules adapted to the specific role of the stakeholder. Continue to recruit teachers with AIG licensure and encourage taking the Praxis for AIG.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Administrators place AIG students with general education teachers who have obtained licensure, pursue licensure, demonstrate high growth, maintain distinguished performance ratings, express interest and curiosity about meeting the needs of gifted students. In all elementary schools every day, AIG and high achieving students are placed in small groups with their gifted peers for focused instruction using above grade level material with highly qualified instructors. In middle and high school, AIG students are homogeneously grouped for core instruction with highly qualified teachers.

*** Practice E**

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

backgrounds.

Weekly AIG communication to all teachers is to contain information helpful in taking the Praxis exam for gifted add-on licensure. Financial support is available to teachers to earn an AIG add-on license through taking and passing the Praxis exam. The AIG consultant will be seeking the opportunity to work with Human Resources to support hiring practices for teacher's with AIG add-on licenses through intentional embedded questions in the interview process related to meeting the diverse needs of gifted and advanced learners. Polk County currently employs a few teachers with either an AIG degree, AIG add-on through taking the Praxis, or endorsements through another state (not yet taken the NC Praxis for AIG add-on licensure).

*** Practice F**

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

The focus moving forward will continue to be "AIG All Day-Every Day" and to provide research based examples to demonstrate high priority for differentiation with gifted and advanced learners as it is for students needing instructional support. To continue to be an advocate for the attributes of all learners through the lens of talent and potential not allowing instructional support to be an obstacle in the referral and monitoring process toward possible AIG identification. PLC book studies will be available for professional development to realize the importance of equity and excellence. Resources provided by NCDPI - Call to Action and Guidebook will be used to support focused professional learning opportunities.

*** Practice G**

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

Administrators ensure professional development relates to Best Practices in gifted education and NC AIG program standards through staff meetings or professional workdays. Recruits scholarship funds for teachers to attend state and national gifted conferences for professional development. AIG coordinator shares resources regularly and information/materials from gifted conferences and other sources. Administration supports the vision and outline of strategic priorities to ensure AIG perspective is heard and considered. Repeat: AIG All Day, Every DAY! AIG coordinator/teacher shares ideas for differentiation AIG coordinator/teacher promotes location of the AIG information station at each school (includes copy of the current AIG plan). Locate speakers, innovators, and experts in the academic/social/emotional needs of the gifted to lead workshops. AIG coordinator shares Google slide with foundational information about the gifted (characteristics, methods and models, social/emotional needs) using current

research materials.

Polk County administrators support facilitation of collaborative opportunities for AIG personnel and other teachers to build capacity for AIG. Provide sessions, time and opportunities for sharing information from professional development, related professional articles, links, books and research-based sources during early release days, optional and required workdays or team meetings. Administration allows time at the beginning and end of the school year for vertical planning. Use Google Docs/Slides to share AIG information and updates.

Monthly newsletter from the Curriculum and Instruction Director and weekly informative emails from the AIG Teacher contain articles, links, and professional development opportunities for teachers. The AIG teacher collaborates with the MTSS team, ML teachers, and EC teachers for differentiation opportunities and resources for 2e (twice exceptional) and ML (multi-language learner) students. Resources are shared with Elementary Art and Music teachers for cross-curricular differentiation and extensions as part of the talent pool development group and creating data for the identification process. Polk County offered training in curriculum for elementary Math during the 2021-2022 school year. This training contained advanced learning options for students which made it easier to incorporate flexible grouping and differentiation as a component to supporting the MTSS model. STEM is an increasing component in Polk County and teachers continue obtaining professional development in this area for cross-curricular planning, collaboration, and differentiation. Polk County recognizes the fundamental need for high-quality differentiated instruction for an effective MTSS model to work towards student success.

*** Ideas for Strengthening the Standard**

Develop protocol for local endorsement in AIG.

Continue to recruit new hires with gifted licensure and encourage current teachers to take the Praxis for NC gifted certification

Planned Sources of Evidence

* Meeting notes Newsletter and website Docs and slides.

* Increased number of AIG endorsements

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Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

AIG coordinator, teachers and administration are open to meeting with parents and other stakeholders for conferences and/or presentations to share information regarding AIG programs and how the academic, intellectual, social and emotional needs are met for all AIG and talent pool students. Annual contacts are made with parents and guardians, lines of communication are intentionally made clear; feedback from surveys is used to fill gaps in communication; teachers and AIG coordinator are available for conferences. AIG coordinator speaks to faculties and support personnel to share information about programs and services, focusing on the social/emotional and academic/intellectual needs of all AIG students, specifically the needs of twice-exceptional, highly gifted, economically disadvantaged and those affected by issues related to race/gender/ethnicity. Polk County partners with Blue Ridge Health to deliver onsite counseling and health treatment with licensed professionals (clinical social workers, nurses, doctors, counselors). Polk County identifies leaders in business and industry, other community agencies, and parent networks who are willing to partner and support programming options and services for gifted learners Polk County utilizes community partners as guest speakers to address current issues/concerns regarding gifted learners, or speak to an interest or passion area of gifted learners'. LEAs showcase AIG student achievements with community partners through local publications.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

Polk County Schools disseminates information to all stakeholders about the goals and policies of the AIG plan and program through parent meetings, community gatherings, PTO meetings, and school district web page. Brochures and AIG parent information (updated annually) made available during meetings. Automated calls, reminder letters and personal contact to arrange meetings with parents for initial DEP meetings. Follow up meetings are held as needed based on teacher or parent requests. All parents/guardians are updated and invited to meetings yearly. AIG coordinator shares information with the Board of Education and principals annually. Utilizes local newspaper, media and news@polkschools.org when appropriate to share news about Local AIG Plan, student accomplishments and activities. Polk County maintains current and forms new partnerships with parents, local businesses, industry and agencies, colleges and universities, and the community-at-large to secure the type of support and resources needed to implement an effective and comprehensive AIG program. Our programs are enhanced by working with FENCE (Foothills Equestrian Nature Center), Muddy Sneakers, Polk County Community Foundation, Tryon Fine Arts Center, Farm Bureau, and many others. FENCE provides instruction in all elementary classrooms with hands-on and exploratory science lessons. The PCCF sponsors scholarships to Duke Tip summer programs and local AIG summer seminars for our students. TFAC awards grants for artistic and creative projects for all grade levels. Teachers are involved with WRESA and NCCAT course offerings on an increasing level each year.

*** Practice C**

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

Polk County's advisory group consists of local community members, parents and families, teachers, instructional and support staff. This group meets twice a year and is utilized to assist with the development and implementation of the local AIG program and plan. Members bring concerns, questions, needs, interests and ideas into meetings with the shared goal of benefiting our AIG population. Polk County recruits and advocates for representation from each diverse segment of our community to serve as a team member.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

Polk County is intentional in communicating with parents and community members. Parents and community members are informed of service options and programming opportunities to effectively aid in the development and implementation of the AIG Plan and individual student plans. Polk County utilizes school web pages, emails, letters, automated phone calls, school newsletters, personal follow up calls, and AIG specific newsletters to inform parents of upcoming opportunities. School personnel ensure interpreters/translators are available at DEP and AIG meetings. Polk County uses methods referred to in other areas of this plan to ensure parents and community members are informed of AIG programming and activities for students. Information found on the website and disseminated during meetings are kept current. New offerings or opportunities are communicated as soon as possible. All communications are available in the student/parent's native language.

*** Ideas for Strengthening the Standard**

Polk County Schools will maintain and expand current partnerships. We hope to develop a stronger engagement with local retirees as volunteers as mentors. AIG Newsletter sent out at least two times per year and to include K-12 information.

Planned Sources of Evidence

* Program Partnerships

* Grant letters

* Funding budgets

* Parent meeting notes

* AIG committee meeting notes

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse 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 local board of education and sent to SBE/DPI for review and comment.

The development, implementation, and monitoring of an AIG Plan was completed in accordance with state legislation and NC Board of Education policy and being necessary in securing resources and delivering services to AIG students.

*** Practice B**

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

The development, implementation, and monitoring of the AIG Plan for Polk County Schools is completed in accordance with current legislation and NC Board of Education policy and is necessary in securing resources and delivering services to AIG students. The AIGT works to provide oversight in the implementation of the AIG Plan and associated programs. The team reviews all facets of the program (standards and responsibilities - identification, service provision, information dissemination, etc.), identifying strengths and weaknesses in the goals and implementation, as well as, recommendations for future enhancements and improvements. For example, annual staff development on AIG identification procedures and service options are evaluated for effective delivery. If the committee determines that teachers and staff are not informed to a satisfactory level, the goal/practice will be reviewed and changes made. In addition, the AIG Advisory Committee offers feedback on the AIG Plan and its implementation to help improve programming. Program effectiveness/delivery is assessed at all grade levels. To be noted, Polk County Schools assesses all school programs annually, including the AIG Plan and implementation.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

Polk County Schools prepares the AIG program budget and allocates funds appropriately to meet the needs of the AIG population throughout the district. AIG funds are used to employ AIG licensed personnel (currently two people). Local funds are used to supplement state funds for teacher salary, materials, curriculum products, trip expenses, and after-hours activities. The district continues to work with community partners (Tryon Fine Arts Center, Polk County Community Foundation, corporate grants, private donors and others) for funding support and resources. All monies spent adhere to state policy and guidelines and are used for AIG programs to benefit our students and employ AIG personnel. The AIG coordinator reviews funding with the finance officer and curriculum director to assure alignment to the plan with budgeted resources.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

Polk County Schools shares student performance and annual dropout data for all students including those identified as AIG in order to follow students' progress and plan for appropriate interventions and instruction to encourage student growth and maintain graduation rates. Polk County Schools continues to annually review AIG student performance, growth, and dropout data. The AIGT shoulders the responsibility and engages appropriate stakeholders for insight, clarification and suggestions for modification. Performance is compared longitudinally and across the district to determine if any school-based programming needs to be evaluated and adjusted. Each potential student dropout engages in an exit interview so that information can be reviewed and new strategies developed. Data is collected on other indicators of student performance that speak to the success of AIG students: acceptance in the School of Math and Science and Governor's School, state and national recognitions/achievements, number of internships or mentorships, college credits earned before high school graduation, college acceptances, scholarship information and successful Honors and AP class completion rates.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students

within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Polk County Schools provides fair access to all students, especially those whose gifts may not be evident due to membership in a traditionally underrepresented population. The identification, representation and retention of traditionally under-served student groups are monitored and analyzed. Students from these populations are actively sought and recruited in each LEA. Information about these populations and how to identify them are shared annually through discussion and incorporation of gifted behavior checklists. Check ins with special education instructors, ML and Title one teachers and other support personnel occur regularly. The AIGT monitors the identification, selection and retention of underrepresented populations in the AIG program with special focus on culturally/ethnically diverse, economically disadvantaged, ML, highly gifted and/or twice-exceptional students.

[Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	9.86%	---	---	---	19.23%
Male	---	---	17.74%	---	---	---	16.25%
Total	---	---	13.53%	---	---	---	17.76%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

In order to provide quality AIG programming to schools and students, AIG instructors ideally possess AIG licensure, PRAXIS or local endorsement. In lieu of these standards, professional development on meeting the needs of AIG students in the schools and classrooms are provided yearly. Polk County Schools seeks new hires who have already attained licensure in NC or other states. Polk County encourages teachers who work with AIG students to study and take the PRAXIS. Funds are requested from PCCF (Polk County Community Foundation) to give scholarships to attend state and national gifted conferences, WRESA, and other professional development opportunities. Polk County makes every effort to place AIG students with the highest performing teachers in each LEA. Attendance in professional development and/or mentoring/consultative relationship with the AIG coordinator are encouraged.

*** Practice G**

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

Polk County Schools fields an AIG Advisory Committee/Team annually for the purpose of aiding in the development, implementation, and evaluation of the AIG Plan and AIG Programming. This team includes parents, administrators, teachers, counselors, and community members who are representative of the community-at-large. The team meets as needed either as a full group or sub-groups to address specific aspects of the program. Other instructional and professional staff are included when their expertise is sought or required or can benefit from conversations and analysis. The Advisory Committee provides the AIGT with recommendations for improving services and programming. Parents are updated at least twice annually to show progress in the students' goals as written on the DEP/IDEP. Requests for feedback are included and encouraged. Feedback is gathered through surveys, interviews, and during established meetings (DEP, PTO, open house, etc.).

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Communication and collaboration among educators, administrators, parents/families and community members establishes a positive vision for the AIG program to enhance the growth of AIG students. This vision is revisited annually to determine progress towards goals. Analysis and review determine revisions, if necessary. Polk County Schools uses the aforementioned communication strategies for dissemination of AIG program evaluation information. As stakeholders (students, staff, parents, community members, business leaders, etc.) are kept informed of the AIG goals and program plan by presenting the former academic year's AIG evaluation to the school board and made a part

of the board minutes. This way, evaluation reporting is stand-alone, but part of the overall communication/improvement process. Annual presentations/information sessions to parents of AIG students and other interested parties also take place to ensure awareness of the program, its history and future direction. The AIGT assesses program effectiveness at all grade levels and requests input from stakeholders.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Polk County Schools reviews multiple data sources from AIG programming in order to evaluate current programming and services and to arrive at recommended improvements for continued student growth and enrichment. Polk County Schools applies the district's "Needs Assessment/Improvement" process to review all aspects of the AIG Plan and Programming. The AIGT is charged with review of the AIG Plan, multiple data sources from the program (participation data, student growth, teacher credentials/licensure/Praxis, professional development, etc.) and the annual revision of the AIG Plan.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Polk County Schools is committed to providing equitable treatment to all of our students. As a part of our commitment, AIG students are provided a challenging curriculum and support needed for their academic and social/emotional growth. The rights of all AIG students are protected through the established policies and practices in the AIG plan. The Director of Curriculum & Instruction and the AIG Specialist, in concert with school administrators, will monitor for compliance and resolve complaints and concerns. Complaints and concerns will be addressed by following Polk County Board of Education Policy Code 1740/4010 Student and Parent Grievance Procedure. The Board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the Board has provided opportunities for students and parents to express their concerns through processes established in Board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner. While the Board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used. Any parent or student who has questions about the options for proceeding with a complaint or

concern may contact the principal or Superintendent for further information and copies of all applicable Board policies. Process for Grievance: 1. Filing a Grievance a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy. b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or Local AIG Plan misinterpretation of state or federal law, the Superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in filing a grievance may significantly impair the ability of the school district to investigate and respond effectively to such complaints. c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school district employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy. d. Even if the principal is the employee whose decision or action is at issue, the student must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the Superintendent or designee. e. If a student wants to initiate a formal grievance regarding a decision by the Superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the Superintendent's designee, who shall forward the grievance to the Board Chairperson. 2. Investigation a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. b. The principal shall conduct any investigation of the facts necessary before rendering a decision. 3. Response by Principal a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law. b. A copy of the grievance and the principal's response will be filed with the Superintendent. 4. Response by Superintendent a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the Superintendent. The appeal must be made in writing within five days of receiving the principal's decision. b. The Superintendent may

review the written documents and respond or the Superintendent may schedule and hold a conference with the grievant, principal and any other individuals the Superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. c. The Superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the Superintendent may not disclose information about other students or employees that is considered confidential by law. 5. Appeal to the Board If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant will have the right to appeal a final administrative decision to the Board of Education within five (5) days of the Superintendent's response (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a Board hearing, which the Board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below). a. Mandatory Appeals 1) If the grievant is dissatisfied with the Local AIG Plan, Superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, the grievant may appeal the decision to the Board within five days of receiving the Superintendent's response. 2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board. 3) The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond. b. Discretionary Appeals 1) If the grievant is dissatisfied with the Superintendent's response to his or her grievance but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, then within five days of receiving the Superintendent's response, the grievant may submit to the Superintendent a written request for a hearing before the Board of Education. 2) If the full Board will be meeting within two weeks of the request for a hearing, the Board will decide at that time whether to grant a hearing. Otherwise, the Board chairperson will appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the Board. The Board may modify the decision of the panel upon majority vote at a Board meeting. 3) If the Board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. 4) The Board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time be taken to respond. Legal References: G.S. 126-16; 150B-43 et seq. Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series) Adopted: January 14, 1997 Revised: May 8, 2000, April 11, 2011

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*** Ideas for Strengthening the Standard**

Revise and extend issuance of surveys to gather broader responses from different stakeholders. Develop structure, implementation plan and course requirements for local endorsement.

Planned Sources of Evidence

* School Improvement Plans

* Survey results

*

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/09/2022 



Original Application Submission Date: 05/19/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Polk County BOE Approval</u>

AIG Related Documents

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Polk County BOE Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Polk County Schools (750) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
AG	Academically Gifted
AI	Academically and Intellectually Gifted
AM	Academically Gifted in Math
AR	Academically Gifted in Reading
IG	Intellectually Gifted
ACEs	Adverse Childhood Experience(s) - Events in a child's life that can have long lasting effects on wellbeing emotionally, psychologically, and/or cognitively.
Advocate Time	During this time at the end of the middle school day, students may receive additional support from a teacher.
Asynchronous Development	This is often the case with gifted learners in which their psychological, emotional, and cognitive abilities do not develop at the same rate/time.
BOG	Beginning of Grade Test given in third grade. Test score is used as part of being in the talent pool for possible fourth grade identification,
CSI	Continuous School Improvement (to discuss intrinsic motivation at the high school level)
EC	Exceptional Child
EOC	End of Course Test given in grades 6-12

EOG	End of Grade Test given in grades 3-5
LEA	Local Education Agency/Authority
ML	Multilanguage Learner (replaces ELL (English Language Learners)/ESL (English as Second Language)
MTSS	Multi-Tiered Systems of Support (Collective group at each LEA for supporting the needs of students)
PETS	Primary Education Thinking Skills curriculum available for all K-3 teachers and aligned with Bloom's Taxonomy to teach convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation.
SIT/SIP	School Improvement Team - Each school has a team consisting of the principal and a representative from each grade level and specials teachers. School Improvement Plan - Plan voted on yearly by each LEA for school improvements
Title 1	Federally funded program to make sure all students get a fair and consequential amount of help during the school day for a high-quality education.
2e	Twice Exceptional - A gifted person with learning challenges

The Local AIG Plan glossary is provided in an uploaded document.