Sampson County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 21-MAY-19
LEA Superintendent's Name: Eric Bracy
LEA AIG Contact Name: Nicole Peterson
Submitted to NC Department of Public Instruction on: 12-JUN-19

Sampson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Sampson County Schools local AIG plan is as follows:

Sampson County Schools Vision for local AIG program: Sampson County Schools is committed to identifying our academically and/or intellectually gifted population in grades K-12 using appropriate search and identification procedures. Identified students are provided appropriate differentiated services and content enrichment beyond those provided by the regular education program. SCS AIG program is guided by the North Carolina definition of giftedness outlined in Article 9B. We are committed to providing a variety of services which meet the unique needs of our gifted students with a focus on addressing all ethnic, geographic, and socio-economic groups to produce future ready learners.

Sources of funding for local AIG program (as of 2019)

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<tr>
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<th>Local Funding</th>
<th>Grant Funding</th>
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Standard 1: Student Identification

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

**Practice A**
Develops screening and referral processes that lead to AIG identification at all grade levels.

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

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

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

**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.

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

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

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

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

2) Student achievement
ITBS score of at least 90th percentile
EOG score for grade level using local cut-off norms for Sampson County Schools

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

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

OR

4) Observation of the Student (using one of the following instruments)
• Gates (minimum average 111)
• Gifted Behavioral Scales
• Renzulli (minimum average 3.0)
• SIGS Observational Scales

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

The following displays a break-down of the traditional and non-traditional criteria used as eligibility criteria for identification.
Traditional
• Observation of Student using Gates, Gifted Behavioral Scales, Renzulli, SIGS Observational Scales
• Report Cards, GPA
• Standardized test scores – EOC/EOG with local norms
• ITBS
• Student aptitude
• Naglieri Nonverbal Abilities Test (NNAT)
• Cognitive Abilities Test (CogAT)

Non-traditional
• Student performance
• Work samples
• Authentic assessments
• Research projects
• Portfolios that demonstrate performance above grade level peers within the context of the students’ learning environment

Students in Kindergarten through third grade who are exhibiting gifted behaviors are nurtured within the regular classroom. The AIG Specialist will work with the teacher to assist with resources, materials and will observe students and provide feedback to the classroom student. Students in Kindergarten through third grade who are performing at least two grade levels above their current grade level for Reading or Math will be tested for aptitude. Students who score at 88% or higher will be served by the AIG Specialist, along with the classroom teacher. Referrals for testing will be made by the classroom teacher using pre-identified measures: such as Dibels, TRC, mClass, and Accelerated Reading and Math. All Sampson County third graders are administered the on-line NNAT aptitude test in the spring of their third grade year. Students who score at the 88th percentile or above are screened for identification and may qualify for placement at the beginning of 4th grade. When students are referred after third grade, a Data Profile (Form 3) is submitted to the AIG Specialist. Current data is collected to determine if testing is appropriate. All students will be allowed the flexibility to demonstrate potential in their own way. Samples of quality of work will be provided upon request. A rubric for non-traditional assessments and a list of the multiple criteria will be used. If the student does not meet the criteria he/she may be placed on an observation list for possible placement at a later date. If the student meets the criteria for testing the Parent/Guardian Permission to Evaluate Consent (Form 4) is sent home for permission to test student. The evaluation is then conducted using the NNAT or the CogAT. Test scores and other pertinent information will be documented on AIG Program: Individualized Student Eligibility (Form 5). A student must meet 3 of the 4 criteria for decision and/or placement.
Parents are then invited to a conference to discuss the placement or non-placement and evaluation results (Form 6). If the student does not meet the criteria required for placement the process will end. If a student does qualify for placement the following forms will be completed and signed by the AIG specialist, Teacher, Parents and designated school personal: Prior Notice and Initial Consent for Services (Form 7) and Differentiated Educated Plan (Form 8). The student will have an AIG folder which will include: Sampson County School Student Profile Form including student name, identification student number, placement date and area(s) of placement, and the Gates Teacher Screening Form. Paperwork with signatures is collected and information is entered in Power School. All forms are provided in students' native language and a translator will be present at parent meetings when needed. Documentation of this process will be included in the student AIG folder. For new students moving into the Sampson County School system previously identified in another county/state, we will compare testing results to our requirements. If the student's test results are equivalent, a DEP will be completed and services provided. If more data is needed, the student will be evaluated using the CogAT, NNAT, or IOWA. If the student does not meet county requirements, he/she will be placed on a watch list to check progress.

AIG specialists will provide nurturing classes for students in K-3. Students in Kindergarten through third grade who are performing at least two grade levels higher than their current grade level for Reading or Math will be tested for aptitude. Those identified in grades K-3 will receive inclusion, subject or grade acceleration, or other applicable services. Students in grades 4 and 5 receive services in inclusion and resource weekly. Middle school AIG students will receive acceleration/advanced content in math and in reading in an inclusive setting. Eighth grade students will receive advanced content in math OR will be placed into Math 1 (high school-level course), based on their previous EOG scores. High School students will take AP, Honors, or College Career Promise courses and have regularly scheduled focused groups to discuss issues pertinent to AIG students. High schools will begin implementing a MakerSpace for AIG students to utilize during lunch schedules or at other times that schools work into the daily schedule to work on projects, activities, assignments, etc.

**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.

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

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

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

**Practice D**

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

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

AIG Specialists will meet monthly to review and discuss the AIG plan and Program Calendar of Completed Processes to maintain fidelity across the district. New AIG specialists will be assigned a veteran AIG partner to assist with the screening, referral and identification process. The Assistant Superintendent of K-12 Instruction and Federal Programs attends board of education meetings and district principal meetings to share AIG identification information. At the end of each year, AIG specialists will conduct an internal audit of records.

**Practice E**

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

**District Response:** The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and allows students to include goal setting and progress monitoring.

Parents, students, families, and community members have access to a brochure, social media sites, and other pertinent information related to AIG services on the website. An Advisory Committee, made up of parents, AIG specialists, and community members, provides feedback on the AIG plan and identification process. Surveys are completed annually to gather feedback from parents and families
related to the AIG identification process and service options.

**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.

**District Response:** Documentation is maintained in the student AIG folder, which will include: Individualized Eligibility (Form 5), Differentiated Education Plan (Form 8), and all applicable testing and screening forms and signatures. Elementary students also receive a Quarterly AIG Progress Report. The Differentiated Education Plan is reviewed annually with parents, students, teachers, and administrators, and allows students to include goal setting and progress monitoring.

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

**Sources of Evidence:** Agendas and minutes from AIG Specialists' meetings
Electronic survey results from the annual training (on the referral/identification packet) for classroom teachers
Examples of completed identification forms
Student identification forms that include multiple criteria
Teacher schedules and lesson plans.
Records of in-service training for both classroom and AIG teachers
Materials and research data for classroom/ELL/EC teachers related to giftedness
NNAT2 testing materials/results
Completed DEP's
Documents identifying service options
Rosters and agendas for meetings
Applicable forms
Headcount
Disaggregated data compiled by specialists
School screening list with referred student results
Student/Teacher surveys
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Students in grades K-3 who show potential for giftedness are nurtured in the classroom setting by the regular education teacher. Materials and instructional strategies are provided to the regular classroom teacher by the AIG specialists. Students who consistently score at least two grade levels above their current grade level in reading or math will be given an aptitude assessment to determine giftedness. Qualification will result in a differentiated education plan and accelerated services from the AIG specialist. Grade and/or subject acceleration will be utilized as appropriate. AIG students in grades 4-5 receive services from AIG specialists in both an inclusive and resource setting. During inclusion, the regular classroom teacher consults and plans with the AIG Specialist to design appropriately differentiated curriculum for the group. During resource, the AIG specialist provides opportunities to enhance and accelerate the curriculum such as computer-based instruction, individualized projects, learning contracts, curriculum compacting, and learning centers. The AIG specialists offer opportunities for independent study during the resource period. For students who demonstrate intellectual capacity in a certain area, the AIG specialists and the regular classroom teacher will collaborate together to differentiate curriculum for these students that focuses on their developmental interests and provides an adequate level of challenge.

AIG middle school students are clustered to allow co-teaching with the regular classroom teacher and an AIG specialist. Middle school students are provided accelerated math instruction in grades 6 and 7 so that they are able to take Integrated Math I in 8th grade. The language arts curriculum is enhanced and extended to allow for richer learning opportunities. Students also participate in special programs such as Math Competitions, Battle of the Books, Duke TIP, FBLA, STEM club and Junior Beta Club. Participation in these programs and/or clubs provides students with a wide array of academic, intellectual and social experiences. AIG specialists will administer interest inventories annually to assess students' needs and interests. When writing each student's DEP, the AIG specialist will collect information related to the social and emotional needs from guidance counselors and regular classroom teachers. All school personnel who are involved with the students’ education, including core teachers and an administrative representative, will review the DEP annually. High school students participate in On-line courses, Honors Courses, Career and College Promise Courses, Dual Enrollment Classes, Clubs, and regular focused seminars. High school students will also have access to MakerSpaces in each high school where they can explore interests and enhance classroom instruction. High School AIG liaisons also schedule college visits for high school students so that they have at least four opportunities to explore universities of interest. Sampson County Schools also employs one College Advisor/Scholar Coordinator in addition to three College Advisors that have been supplied from Duke University to assist students in applying for colleges and
scholarships. These individuals work with high school students and parents in preparation of writing resumes, and completing college applications. They also provide support for students in completing financial aid paper work, practice with interviewing skills, and educating students related to additional opportunities such as those available to the NC School of Math and Science and the Governor's School program.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** AIG specialists will provide nurturing classes for students in K-3. Students in Kindergarten through third grade who are performing at least two grade levels higher than their grade level for Reading or Math will be tested for aptitude. Those identified in grades K-3 will receive inclusion, subject or grade acceleration, or other applicable services. Students in grades 4 and 5 receive services in inclusion and resource weekly. Services at the elementary school are aligned to areas of identification with the focus on differentiation for academically gifted students in reading and math based upon their DEP. Interdisciplinary units of study implemented by the specialists at the elementary level will be aligned with the science and social studies curriculum. Middle school AIG students will receive acceleration/advanced content in math and in reading in an inclusive setting. Eighth grade students will receive advanced content in math OR will be placed into Math 1 (high school-level course), based on their previous EOG scores. MTSS will be utilized to focus on the social and emotional needs of our gifted population, especially in grades K-8. High School students will take AP, Honors, or College Career Promise courses and have regularly scheduled focused groups to discuss issues pertinent to AIG students. High schools will begin implementing a Makerspace for AIG students to utilize during lunch schedules or at other times that schools work into the daily schedule to work on projects, activities, assignments, etc. Academically Gifted services in reading and math at the middle school level will be delivered by an educator supported by an AIG specialist who co-teaches and supports regular classroom teachers in planning differentiation for gifted students in math and language arts. Student DEPs are aligned with their area(s) of identification and student input is an important part of the document. Guidance counselors or administrative staff responsible for scheduling will utilize the DEP as a guide to place students in a classroom setting that aligns with their area(s) of service. The guidance department, AIG liaisons, and College Advisors/Scholars Coordinators at each high school meet with students to guide them in course selection, monitor performance and develop intervention plans as needed if their performance falls below expectations, assist with college and career planning, locating scholarships, arrange mentorships and service learning opportunities.

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

**District Response:** AIG specialists will provide nurturing classes for students in K-3. Students in Kindergarten through third grade who are performing at least two grade levels higher than their grade level for Reading or Math will be tested for aptitude. Those identified in grades K-3 will receive
inclusion, subject or grade acceleration, or other applicable services. Students in grades 4 and 5 receive services in inclusion and resource weekly. Middle school AIG students will receive acceleration/advanced content in math and in reading in an inclusive setting. Eighth grade students will receive advanced content in math OR will be placed into Math 1 (high school-level course), based on their previous EOG scores. High School students will take AP, Honors, or College Career Promise courses and have regularly scheduled focused groups to discuss issues pertinent to AIG students. High schools will begin implementing a MakerSpace for AIG students to utilize during lunch schedules or at other times that schools work into the daily schedule to work on projects, activities, assignments, etc.

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

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

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

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

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

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

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** AIG specialists, regular classroom teachers, exceptional children teachers and the teachers of English language learners collaborate during PLCs and provide academic enrichment and opportunities for growth for the gifted learner. Communication with all stakeholders will be scheduled to discuss program services. Information relevant to the AIG program will be disseminated at Advisory Board meetings. Gifted students can face social and emotional adjustment, including: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. AIG specialists communicate with guidance counselors, administrators and other support personnel at each school to determine program options that support the social and emotional needs of gifted learners. If an AIG student has a particular social or emotional need, it will be documented on the student DEP. MTSS will also be utilized to support gifted students’ affective needs. All schools have been Youth Mental Health First Aid certified, and procedures are in place to meet gifted students’ affective needs as well. We will use the AIGEE strategy to evaluate student in crisis, and a crisis packet will be completed. Students entering 9th grade will participate in Peer Group Connection (PGC). The PGC program will provide a transition service for students as they work with a PGC instructor and trained student mentors to understand their changing roles as high school students and develop better communication skills with teachers, parents, and peers. They also are educated about peer pressure, teen violence, drugs, and much more. In addition, high schools will begin training in MTSS to include PBIS in the upcoming AIG plan cycle. Each school in the district (K-12) will receive training and implement a positive behavior plan (if one is not already in place) as part of PBIS.

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

**District Response:** The district will communicate information with regard to accelerative instruction options with stakeholders at advisory meetings, teachers’ meetings, PLCs and forums, allow AIG specialists to attend regional and state conferences to stay updated about summer enrichment opportunities, utilize subject/grade level acceleration at the elementary level whenever it is appropriate and develop guidelines for this process during this plan cycle as well as the IDEP for intellectually gifted learners. All high school students in Sampson County Schools are eligible for Credit by Demonstrated Mastery (CDM) as a method of course acceleration. Available courses are outlined on the district website along with the guidelines for completing the application process. In addition, teachers also will allow for students to work at their individual pace to complete some
assignments and provide opportunities to have some portions of the curriculum compacted when proficiency is demonstrated. Identified students will be provided with the opportunity to be subject accelerated, grade accelerated, or a combination of both, depending on the student's DEP. High school students may also enroll in Career and College Promise courses at Sampson Community College, and take Advanced Placement courses through NCVPS. Additional opportunities for online Advanced Placement courses are available through the NC School of Science and Math. Students who demonstrate high proficiency in selected Career and Technical Education courses can also receive articulated credit that is recognized in the community college system. To receive this credit, students must score a 90 or above on the VoCATS assessment and a B in the course.

**Practice H**
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** The AIG specialists have developed a common PowerPoint to share about the AIG program and services with all school staff. AIG specialists will provide information within the PowerPoint to cultivate an understanding of the under-represented gifted learner. The NNAT will be given to all 3rd graders across the county and any other students when needed. Alternative assessments such as the CogAT and ITBS will also be utilized. Since the intellectually gifted learner is often overlooked, these strategies will allow for providing services for both the academically and the intellectually gifted student. AIG specialists will communicate service options available for the under-represented gifted learner to ELL, EC, and regular education teachers. A county-wide program, Imagine Learning, focuses on individualizing instruction for students. This program will be utilized for Intellectually Gifted students and those scoring at an 88% on aptitude assessments who do not yet meet all identification criteria.

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

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

AIG specialists will be allowed to attend regional and state conferences to stay updated about enrichment opportunities such as service projects and/or clubs across all grade spans. AIG specialists will communicate with parents via email, newsletters, and social media to provide information about enrichment opportunities such as DUKE Tip, STREAM camps, and math/technology/science camps.
Ideas for Strengthen the Standard: Put AIG specialists’ handbook on the shared drive for regular education teacher to access
Showcase student work more frequently through social media supports
Update the existing AIG brochure
Revise DEP to include IG/Twice Exceptional

Sources of Evidence: Power School data
PLC agendas/rosters
Stakeholder communication via emails, newsletters, websites, progress updates
AIG Plan on website
PD Schedule
Student projects
Lesson plans
DEP’s
Data spreadsheets
Subject/Grade acceleration
MTSS Data
Standard 3: Differentiated Curriculum and Instruction

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

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

**District Response:** Booster shots will be provided to facilitate the use of tiered assignments, choice, compacting, and other differentiation strategies for classroom teachers. Accelerated pacing guides will also be provided for students scoring a level 5 on the 3-6th grade EOGs. AIG specialists will provide monthly support to assist classroom teachers with strategies for successful implementation of differentiation using NC Content standards. AIG specialists will collaborate with classroom teachers to provide and implement service options to meet the needs of the diverse learners within the AIG environment.

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

**District Response:** At the beginning of each school year, as a means of incorporating a variety of effective instructional practices, professional development will be provided on strategies for differentiated instruction, assessing learning styles, and technology utilization for all teachers. The "Using Technology for Gifted Students" presentation will be provided for all teachers. An on-going support system will continue to assist with the implementation of differentiated instruction. Teachers will continue to utilize flexible grouping as a means to meet specific needs of learners. Data from AIG students will be collected, analyzed, and utilized to determine student strengths and needs (data would include EOG, EOC, benchmark, discipline data, attendance records, EVAAS, etc.). A learning style assessment and/or interest inventory will be conducted to determine student's style of learning and/or interest. Assistance will be provided to teachers in grades K-3 so that gifted potential is identified, nurtured, and developed. We will continue to support Career and College Promise classes at the local community college, implement focused interest groups, career development, differentiated lessons, and opportunities to complete accelerated project work for high school AIG students.

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

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

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

**District Response:** Teachers will focus on Future-Ready content and skills in order to effectively make real world connections. In order to develop leadership skills in students, classroom teachers and AIG specialists will work cooperatively to design lessons that allow for increased high level communication and collaboration among students. The STREAM county initiative will be an integral part of the K-12 gifted programming.

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

**District Response:** On-going formative assessments will assist in differentiating instruction. Data from benchmark tests and check-ins, SchoolNet assessments, and teacher selected programs will be utilized to guide instruction for gifted students. Based on assessment data, AIG identified and potential AIG or IG students will be afforded the opportunity to participate in advanced courses at the middle and high school. Quarterly progress will be communicated to parents through Quarterly Performance Reviews in grades K-5 for identified students. At the middle school and high school levels, information will be shared with parents on assessments by their core teacher and/or AIG teacher during progress reports and report card communication.

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

**District Response:** Collaboration between the AIG specialists, classroom teachers, and the guidance counselors is in place to strengthen the instructional practices that support the social and emotional needs of all AIG students. MTSS will be utilized to focus on the social and emotional needs of our gifted population, especially in grades K-8. The high school AIG liaisons will meet with students for seminar focus groups to increase targeting special needs of the AIG students. Topics of discussion may include: underachievement, building strong study habits, and stress related to college
decision making. Collaboration with the school counselors and career and college coordinators will determine areas of concern/topics of discussion based on the needs of the current student population at all levels.

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

**District Response:** Tiered assignments, independent contracts, critical thinking activities, and other differentiation strategies will be used to develop the potential of the K-3 learners. Students who consistently score at least two grade levels above their current grade level in reading or math will be given an aptitude assessment to determine giftedness. Qualification will result in a differentiated education plan and accelerated services from the AIG specialist. Grade and/or subject acceleration will be utilized as appropriate. Administrators and teachers will be provided with research on the need and benefits of cluster targeted grouping. A variety of assessment tools to assess student learning will be recommended. Professional development on differentiated tiered assignments will be continued annually.

**Practice H**
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** All personnel involved with the AIG student will collaborate to provide the most appropriate curriculum and instruction based on individual need. Monthly meeting will be held with the AIG specialist, classroom teacher, exceptional children’s teacher (if applicable), instructional coaches (when available), guidance counselor, and administrative representative. These meetings will involve inclusion planning, curricular connections, and the social/emotional needs of specific students. We will continue the nurturing program for students in grades K-3. AIG specialists will provide nurturing classes for K-3 classrooms. The regular classroom teacher will make observations during each lesson to become aware of advanced learner potential. Students who consistently score at least two grade levels above their current grade level in reading or math will be given an aptitude assessment to determine giftedness. Qualification will result in a differentiated education plan and accelerated services from the AIG specialist. Grade and/or subject acceleration will be utilized as appropriate. Services provided for grades 4-12 identified students will continue to be based upon DEP goals and objectives.

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

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

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

**Sources of Evidence:** Lesson Plans/Unit plans
Differentiated Education Plans (DEP)
Professional Development description and handouts
Rosters and agendas from Professional Development
Lesson and unit plans
PLCs agenda and notes
Instructional Coaches PD training
Survey Results
Data regarding program participation
Parent/Student input and survey
Projects
Portfolios
Student Presentations
EOG/EOC/Benchmark/Check-in testing
Student Progress Reports and Report Cards
EVAAS data
PD electronic system
Various means of communication such as: emails, websites, social media, brochures, newsletters, etc.
AIG parent nights to showcase student work and/or share AIG program information
Standard 4: Personnel and Professional Development

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

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

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

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

District Response: AIG specialists attend all meetings for school collaborative needs, such as professional learning communities, staff meetings, parent teacher conferences, and accountability conferences. AIG specialists will collaborate with regular classroom teachers of AIG students to identify resources and strategies that will best meet the academic, intellectual, social and emotional needs of SCS gifted learners, and plan activities/lessons that incorporate future ready skills. AIG specialists will coordinate with the counselors in order to determine resources related to the social and emotional needs of the gifted learner, so they can in turn share these resources with all classroom teachers. Specific times for collaboration with personnel who teach AIG students must be scheduled. Specialists will attend the annual NCAGT conference which will include professional development with state wide initiatives that support gifted programs and AIG students.

Practice C
Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.
**District Response:** Booster shots will be provided to facilitate the use of tiered assignments, choice, compacting, and other differentiation strategies for classroom teachers. Research-based Professional Development is provided at the district level and is required for the AIG Specialists. Specialists also attend PLC's within their schools. AIG Specialists have the opportunity to seek and attend professional development offered outside of the LEA. Professional development is provided at the county level to assist AIG specialists in obtaining renewal credit. AIG specialists provide professional development sessions to all teachers at area schools regarding characteristics of gifted students and their social and emotional needs. Strategies, activities, etc. to be used with AIG students will be shared with teachers.

**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.

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

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

**District Response:** District professional development is selected according to program goals and current needs of student population to meet the academic, behavioral, social, and emotional needs of the students. The AIG specialists work with teachers and instructional coaches to ensure that the professional development meets the needs of the gifted learner. AIG specialists provide professional development sessions to all teachers at area schools regarding characteristics of gifted students and their social and emotional needs. In order to stay informed about best practices in gifted education, AIG specialists will attend the annual NCAGT conference.

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

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

**Ideas for Strengthen the Standard:** Research/offer professional development for teachers who are teaching gifted learners
Examine the possibility of a countywide basic certification for regular education teachers
Utilize "booster shots" provided on the DPI as a resource

**Sources of Evidence:** Minutes and agendas from PLCs and AIG team meetings
AIG specialists’ schedules
Documentation from extra course work or conferences attended
Resources from counselors
Agendas
Lesson plans that reflect professional development in practice
Budget indicating professional development expenditures/offering
Professional development credits and attendance rosters
Teacher credentials
Student Projects
Copy of PowerPoint and materials used during professional development
Vertical alignment PLC minutes
MTSS meeting agendas
Youth Mental Health First Aid training agendas and sign-in sheets
Standard 5: Partnerships

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

**Practice A**
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

**District Response:** The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. The AIG plan will be accessible on the Sampson County School web site (www.sampson.k12.nc.us). Support the formation of a PAGE chapter in Sampson County. Invite guest speakers once a semester to speak to the interest or passion of gifted learners. Contact local newspapers (The Sampson Independent & The Sampson Weekly) to showcase achievements with the community.

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

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

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

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

**Practice D**

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

**District Response:** The AIG district team will provide opportunities for open communication among stakeholders. An Advisory Board is in place to determine the effectiveness of the program and articulate positive attributes as well as areas of concern related to the program implementation. Parents and community will be informed about the educational advantages of the program through newsletters, brochures, social media, conferences, annual review meetings, and Board of Education updates. The AIG plan will be accessible on the Sampson County School web site (www.sampson.k12.nc.us).

AIG documents are available and will be disseminated in the native language of all students. Correspondence will be shared in both English and Spanish. ELL teachers/interpreter will be a part of conferences or meetings with Spanish speaking parents. Forms will be reviewed on a yearly basis to ensure that they are correctly translated.

**Practice E**

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

**District Response:** AIG specialists will continue partnerships with Sampson Community College, NC Justice Academy, the Clinton Police Department, Sampson County Agriculture Extension Agency/4H, Sampson County Garden Club, Lowe's of Clinton, Hog Slat, Schindler, and members of Sampson County law enforcement. During monthly AIG specialist meetings strategies will be discussed to increase local business and community liaisons for the AIG program. We will also discuss plans for a county-wide STREAM Camp, a SCS Career Day, a College Fair for grades 8-12, Jr. Leadership programs, visits to local businesses, and stronger connections to our CTE Departments. This will facilitate increased opportunities for the gifted learners. Contacts will then be made to solicit their input and support.

Middle and High School AIG students have the opportunity to tour college campuses. Our future plan is to include visits to the School of Science and Math. High School students may take college courses on the community college or college campus.

**Ideas for Strengthen the Standard:** Solicit parent volunteers at each school site to increase partnerships in the community
Investigate the possibility of a student-led career fair at each elementary and middle school
**Sources of Evidence:** Newsletters/Brochures
Rosters, Agendas, minutes
Examples of documents in Spanish
SCS Website
Survey results
News articles from local newspapers
Letters/Emails inviting guest speakers, businesses, etc.
Thank you notes to speakers/volunteers
Social Media Accounts
Standard 6: Program Accountability

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

Practice A
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response: The AIG Advisory Board and the AIG specialists will continue to monitor the plan, its programing, and the process with which it is to be carried out. A program outline and evaluation form is available with a monthly time line and tasks for completion. Sampson County School Board will continue to be provided with updates from the Assistant Superintendent related to the progress of the program. The AIG director attends regional/area AIG meetings to support plan improvements. SBE/DPI feedback from the previous plan was reviewed and revisions have occurred based on those comments. This information was a source of documentation for our present planning process. Stakeholders as well as district leaders were surveyed in spring 2019 and were allowed to share input throughout the revision process. The program self-assessment was utilized to assist and guide in determining what changes need to be made in the plan. Updates will be posted on the web site for review.

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

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

District Response: The advisory committee and AIG Director will monitor the implementation of the AIG plan. The AIG Director and principals will monitor plan implementation through evaluation/observation of AIG teachers and through contacts including emails, newsletters, and meeting agendas. Each AIG specialist will utilize the program outline document as a guide to ensure fidelity of the implementation of the plan. Additionally, the AIG teachers will participate in monthly AIG team meetings/PLCs with the AIG Director and Central Office K-8 Curriculum Specialist. Each meeting will have a focused task, with the purpose of monitoring and assessing specific program components of the current plan. Any assessed needs or concerns will be addressed in an effort to ensure that the needs of our gifted learners are being met throughout the county. Updates will be provided for the school board and other stakeholders regarding the plan.
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.

District Response: The Assistant Superintendent of K-12 Instruction and Federal Programs, the K-12 Curriculum/AIG Director, and the county finance office will work together annually to review the AIG budget and to ensure that it is spent in compliance with the state regulations. With input from the K-12 Curriculum/AIG Director, AIG specialists, and principals the budget over and above salaries will be spent on items determined to provide the most beneficial impact to the success of the program. Purchases and expenditures are based upon the current needs of the AIG program and what best meets the needs of the AIG students. The majority of the AIG budget is utilized for the salaries and benefits for AIG specialists, since providing schools with an AIG licensed teacher is crucial to meeting the needs of gifted students. Other budget expenditures include professional development opportunities for the AIG specialists, testing materials and technology.

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

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

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

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

District Response: Over time Sampson County Schools has observed that under-represented populations, such as ethnically diverse, economically disadvantaged and twice-exceptional students, have been under-identified. The AIG specialists continue to observe these students in a regular classroom setting to determine whether or not they have been overlooked for referral for AIG placement. In order not to overlook the under-represented population, eligibility was broadened to include multiple pathways in the area of student achievement such as interviews, work samples,
portfolios, etc. (See Standard 1B) The NNAT is administered to all 3rd grade students to see if they could qualify for AIG placement. Identification procedures will be analyzed and reviewed for disproportionality issues during the AIG Specialists PLCs. Our K-3 nurturing program will also allow for the future identification of students in underrepresented populations by increasing our contact with all students and in guiding regular classroom teachers in understanding how to look for gifted tendencies in the younger learner. AIG specialists will monitor the performance of underrepresented populations of AIG students in order to maximize retention of these students.

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

**District Response:** Booster shots specifically related to the AIG program will be offered to all personnel working with AIG students. Present AIG specialists have AIG licensure which is kept on file in the Personnel Department at the Central Office. If opportunities for employment arise, candidates are informed that licensure is preferred, but teachers with exceptional classroom performance in working with high ability learners or those who are pursuing AIG licensure will also be considered for the position.

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

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

Informal feedback is solicited from stakeholders throughout the year at parent meetings/conferences, PTSO events and via email and newsletters.

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

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

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

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

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

**District Response:** Sampson County Schools continues to seek ways to make our schools quality learning environments. Part of the attainment of this commitment is a collaborative effort between the home and school. Sampson County Schools AIG Program goals, objectives and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following Due Process Procedures Regarding Academically/Intellectually Gifted Eligibility Determination and Services Decisions should be followed to resolve any disagreements:

**STEP I: Appeal to the School Academically/Intellectually Gifted Committee**
1. The parent/guardian may request a conference with the AIG Committee at the child’s school. This request must be in writing. The AIG Committee should be given ample opportunity (10 days) to convene all members together for the conference.

2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed the child’s teacher may be asked to provide further documentation concerning student characteristics and achievement.

3. At this conference, all information is shared with the parent/guardian, minutes are recorded on the AIG Committee minutes forms and signatures are obtained from those involved.

4. Following the conference, the AIG Committee will respond to the parent’s concerns in writing within 10 days of the conference.
STEP II: Appeal to the Building-Level Administrator
1. The parent/guardian may appeal the decision of the AIG Committee to the building-level administrator in writing within 10 days of the decision from the AIG Committee. The building-level administrator shall review the concern and schedule a conference within 10 days of receipt of the written request. The AIG Committee chairperson and the child's teacher may be invited to this conference along with the parent/guardian.

2. During the conference, the building-level administrator may request further information from the child's teacher, the AIG Committee or the parents. Minutes are recorded on the AIG Committee minutes form and signatures are obtained from all persons in attendance.

3. The building-level administrator shall respond to the concern in writing within 10 days of the conference.

STEP III: Appeal to the Assistant Superintendent
1. The parent/guardian may appeal the decision of the building-level administrator in writing to the Assistant Superintendent of K-12 Instructional Services and Federal Programs within 10 days of the decision from the building-level administrator.

Submit appeal to:
Assistant Superintendent of K-12 Instructional Services and Federal Programs
Sampson County Schools
PO Box 439
Clinton, N.C. 28329

2. Assistant Superintendent of K-12 Instructional Services and Federal Programs will review the concern and schedule a conference. The building-level administrator, AIG Committee chairperson and the child's teacher may be invited to the conference along with the parent/guardian. During the conference with the parent/guardian, the Assistant Superintendent may request further information from the child's teacher, the AIG Committee, the parent/guardian, and/or the building-level administrator. Minutes are recorded on the AIG Committee minutes form and signatures obtained from those present.

3. Assistant Superintendent of K-12 Instructional Services and Federal Programs shall respond to the concern in writing within 10 days of the conference.

* At this point, the Assistant Superintendent of K-12 Instructional Services and Federal Programs may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

STEP IV: Appeal to the Local Board of Education
1. The parent/guardian may appeal the decision of the Assistant Superintendent of K-12 Instructional Services and Federal Programs in writing to the Local Board of Education within 10 days of the decision from the Assistant Superintendent for Academics and Student Services.

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

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

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

STEP V: State Level Grievance Procedure
1. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

   a. whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or

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

2. Following the hearing, the administrative law judge shall make a decision that contains finding of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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

Sources of Evidence: AIG Specialist meeting agenda and notes
SCS BOE agenda and minutes
Program Outline and Evaluation form
AIG Plan revision from DPI
AIG Student test data
Calendar for AIG meetings
Updates to BOE
AIG spending and operational budget
Purchase orders, E-procurement data
Disaggregated data
Drop-out information
Intervention strategies and documentation
AIG Headcount data
AIG student folder
PD calendar and records
Licensure reports
AIG Advisory list
Schedule of work sessions
Electronic and raw survey data from stakeholders
Website
Data regarding number of students and families using due process
Copy of due process policies and guidelines
**Glossary (optional):**

AIG: Academically & Intellectually Gifted: These students have met the requirements for both gifted aptitude and for academics for our program.

ALGEE: Assess for risk of suicide or harm. Listen nonjudgmentally. Give reassurance and information. Encourage appropriate professional help. Encourage self-help – This is a new program in Sampson County Schools. Training has been provided to every teacher in our county in supporting the mental health of our students.

Booster Shots: These are classes provided by the North Carolina Department of Public Instruction that allow our regular classroom teachers to learn about and practice with strategies for working with gifted students.

CogAT: Cognitive Abilities Test: This test is an aptitude test for gifted potential.

CCP: College and Career Promise: Classes offered to our high school students

DEP: Differentiated Education Plan: This is an individualized plan created for each student identified in our academically gifted program.

Dibels: Dynamic Indicators of Basic Early Literacy Skills: Used in grades K-3

EOC: End of Course Tests for grades 9-12

EOG: End of Grade Tests for grade 3-8

Future Ready: Educational opportunities involving technology that prepare students for future jobs and employment opportunities

IG: Intellectually Gifted: These students have scored a 98% or above on aptitude testing for gifted potential.

ITBS: Iowa Test of Basic Skills: This test is an achievement test.

Makerspaces: Participating in STEM, STEAM, & STREAM activities in a particular location in a school.

MTSS: Multi-Tiered System of Supports: This is a system utilized by Sampson County Schools to individualize support for each student. It addresses behavioral and academic issues. For more information: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/mtss-what-you-need-to-know

NCVPHS: North Carolina Virtual Public High Schools

NNAT: Naglieri Nonverbal Aptitude Test: This test is a nonverbal aptitude test for gifted potential.
TRC: Text Reading Comprehension: Used as a part of Dibels assessments

PBS: Positive Behavior Support

PLC: Professional Learning Communities: A common planning time for classroom and resource teachers

STREAM: Science, Technology, Reading, Engineering, Art, & Math

**Appendix (optional):**
AIG PLAN BOARD APPROVAL.pdf *(Local Board Approval Document)*