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

Approved by local Board of Education on: 13-MAY-19
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Submitted to NC Department of Public Instruction on: 31-MAY-19

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

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

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

Program Goals:
Utilize a range of assessment instruments to recognize the students who are AIG within the Scotland County School System.
Provide opportunities for enrichment for AIG learners.
Provide an array of service options to meet the diverse needs of the students who are recognized as
AIG in the Scotland County School System.
Provide opportunities for talent development of high achieving students
Provide on-going professional development opportunities to all Scotland County educators of AIG students.
Prepare educational personnel to meet the diversity of AIG learners for the 21st Century, i.e. differentiation, problem-based learning and social-emotional needs.
Create and extend opportunities for parents and community involvement with AIG learners.
Monitor the success of services for AIG learners in meeting identified student needs.
Evaluate the various components of the AIG program to facilitate continuous improvement.
Collaborate with regular educators to improve the learning experience for all students.

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

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

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

The screening and referral process is open for the entire school year as well as the summer, as needed.

Students can be referred for AIG screening by teachers, principals, parents, or by self-referral.

The following steps outline the screening process for a student:
Students can be referred to the AIG lead facilitator for AIG screening through several avenues
The child's referral can come from a teacher, a principal, a school counselor, a parent, or the child, him/herself.
Referrals are automatically generated based on the prior year’s EOG scores during the Fall EOG sweep. Students with EOG state percentiles of 85% or higher are referred for AIG screening.
All students are tested with the CoGat in the spring of their second grade year. Based on results of this full district screener, second grade students are referred for AIG screening and potential placement.
The lead AIG facilitator convenes a meeting with the school's AIG committee and the student's parents/guardians to discuss the student's school performance and signs of giftedness. If the parent agrees to proceed with further analysis of the student's giftedness, the parent will sign a permission to test, in case further testing is needed.
The GRS (Gifted Rating Scale) and TAB (Traits, Aptitude, and Behavior) are completed by the student's teachers. These documents rate certain observable behaviors that show support of gifted identification. If testing scores in the student's file do not support AIG placement, then additional testing is needed. The AIG Coordinator's office schedules additional testing in the form of the CogAT (aptitude test) and/or the ITBS (achievement test).
The AIG Coordinator's office compiles the data from the GRS, TAB, and testing and returns a completed F-TAP, Frasier Talent Assessment Profile, to the school indicating if the student qualifies
as gifted. To qualify for services in the academically gifted program, a student must meet the criteria in 3 of the 4 areas (Observation/Interest, Creativity/Motivation, Aptitude, and Achievement) on the Frasier Talent Assessment Profile (FTAP).

Upon receipt of the completed FTAP, the school's AIG committee convenes another meeting with the parent to discuss the results of the screening and determine if
1. AIG placement is needed. If a student is placed in AIG at the meeting, a Differentiated Education Plan will be completed for the student.
2. Further testing should be conducted. If further testing is to be conducted, the child is referred to the school system’s psychologist for an additional aptitude test (WISC-V) and/or an additional achievement test (Woodcock Johnson IV). The team then meets at a later date to review the additional testing results to determine if placement is needed.
3. Student will not be placed in AIG and further testing is not requested.

**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:** For K-2 students, an annual broad based sweep of the general population of K-2 students at the beginning of the year (BOY) using the MClass assessment (e.g. a review of this test for students who are performing one full grade level above Level D for Kindergarten, Level K for First Grade, Level N for Second Grade) as well as the K-2 Math Assessments (students scoring 95% correct or higher). Students who meet at least one of these parameters of the broad sweep are then referred to the AIG District Office for testing in the areas of aptitude and achievement. These students are then provided advanced differentiation in small groups to meet their extended learning needs, in addition to extension opportunities through the Primary Education Thinking Skills (P.E.T.S) program.

At 2nd grade, all students across the district participate in the CogAT assessment. This assessment serves as a universal screener to help identify students who are showing higher ability levels. These students are referred for gifted services or talent development efforts.

In grades 3-12, Scotland County Schools will use the following indicators in various combination to determine those students who are AG, IG, AI, and AM or AR and in need of differentiated educational services. To qualify for services in the academically gifted program, a student must meet the criteria in 3 of the 4 areas on the Frasier Talent Assessment Profile (FTAP)
Student Achievement - to be eligible in this area, a student must have at least one of the two areas (reading or math) at or above 88%ile.
1. Student achievement assessments used are the Iowa Test of Basic Skills, The Woodcock Johnson IV, and the North Carolina End of Grade/End of Course exam. Students who have qualifying score in either Reading or Math will be identified as AR or AM. A student with a qualifying score in both areas will be identified as AG.
2. Student Aptitude - to be eligible in this area, a student must have at least one of the three areas (verbal, quantitative, or Full Scale) scores at or above the 88%ile. Student aptitude assessments used are the Cognitive Abilities test and the WISC-V. Students who have qualifying score in either
Reading or Math will be identified as AR or AM. A student with a qualifying score in both areas or in full scale will be identified as AG.

Students who score in the 98%ile or above (verbal, quantitative, or Full Scale) will be identified as Intellectually Gifted (IG) and will be automatically provided gifted services. These students will still receive the full battery of tests to determine if the student is academically and intellectually gifted, (AI). A student will receive a designation of AI, if he/she is 98% or higher in one area of the assessment (Math/Reading/Full Scale) and between 88%-97% in another area of the assessment (Math/Reading/Full Scale).

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

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

**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:** Between the 2015-16 school year and the 2018-2019 school year, SCS increased minority enrollment in AIG by 3%. Despite this increase over the duration of the 2016-2019 AIG plan, Scotland County Schools seeks to expand and increase minority representation even further by narrowing the AIG identification gap between white students and minority students. During the 2019 school year, Scotland County's student population was 46% African American, yet, AIG African American representation was 19.2%. Although not as large a discrepancy, Scotland County's Native American population was 16%; however, Native American students made up 11.4% of SCS's AIG population. It is the goal of the 2019-2022 AIG plan for Scotland County's minority enrollment in the AIG program to mirror the district's overall minority enrollment. As a result of this data, Scotland County Schools continues to expand the search for under-represented students in innovative ways as a means of increasing/expanding diverse representation across subgroups. SCS uses a variety of mass screening and referral procedures throughout the school year to assist in the identification of gifted students from diverse backgrounds. Data is collected regarding student achievement, student aptitude and observations. The data comes from various sources and through various district wide screenings with the goal of increasing representation across diverse populations of students. Following research that achievement testing provides more opportunities for AIG identification within minority subgroups versus solely using ability testing for AIG placement, an additional achievement placement option, the use of EOG scores, was added to the 2016-2019 AIG plan. SCS now employs two ability test options and three achievement test options for placement. Since all 3rd-10th grade students take the EOG/EOC at the end of each school year, the addition of the EOG/EOC serves as another universal screener option, much like the use of the CogAT test for all 2nd grade students. Examples of SCS's broad spectrum screeners are bulleted below:

An annual aptitude universal screening of all second grade students. This screening should take place at the end of students' 2nd grade year using the Cognitive Abilities Test as the screening tool. (This stage of screening will continue as funding permits,) Each school's AIG Facilitator will be responsible for charting the scores of each second grade student on the appropriate form. These
scores will be examined for potential AIG referral nominations. An annual broad-based sweep of the general population grades 3-12 (e.g. a review of EOG and EOC test scores at the 85%ile or above). By October 31 of each year the lead AIG Facilitator at each school should complete the SCS Tally Sheet, recording the names and scores of those students who scored at or above the 85th percentile on the EOG/EOC tests the previous year. An annual broad based sweep of general population of K-2 students at the beginning of the year (BOY) using MClass assessment (e.g. a review of this test for students who are performing one full grade level above Level D for Kindergarten, Level K for First Grade, Level N for Second Grade) as well as K-2 Math Assessments for scores at 95% or higher.

As a result of the broad sweeps and data review processes outlined above, the lead school-based AIG facilitator begins a referral-seeking process to request input from teachers, parents and others who may have knowledge of the student's learning needs. At this point, the lead AIG facilitator follows the referral and screening process cited in Standard I Section A and B. To help expand understanding of giftedness and counter potential misconceptions about various subgroups, teachers are provided professional development in the areas of underserved gifted populations and identification of these students. The goal is to increase referrals of underserved students beyond the broad sweeps in 2nd grade and annually with the EOG/EOC. This professional development is delivered by the AIG coordinator or AIG facilitator school leads.

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

**District Response:** The AIG referral process is outlined in flowcharts available to all schools. These flowcharts are linked to the AIG department page on the SCS website. They are also provided to lead AIG facilitators at their beginning of school year meeting.

All forms needed for the AIG referral process are provided to lead facilitators. In addition, they are available to them on the AIG department website.

Lead AIG Facilitators are required to present an overview of the AIG referral and screening process to all teachers as part of their opening school year meetings by September 30. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator. The presentation will highlight the district’s AIG plan and the comprehensive AIG services offered throughout the district. The presentation will also review the processes for AIG referrals. An AIG FAQ document for teachers and administrators will be distributed at the training by the school’s Lead AIG facilitator.

The AIG Coordinator shares the screening, referral, and identification process with all administrators at the principal and assistant principal leadership meeting at the start of the school year.

The SCS AIG department maintains a database that outlines each student's place in the referral process, the progress of their referral in the system at both the district and school level, as well as whether the student was identified as AIG or not.

For all students referred for AIG screening, a folder is created at the district level that holds all of their
AIG referral paperwork. This paperwork is monitored for compliance at each step in the referral process. If a student places in AIG, an AIG placement folder is created for the student to be placed in their cumulative folder. If a student does not place in AIG, an inactive file is created that holds their referral and screening paperwork within their cumulative file.

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

**District Response:** Scotland County Schools AIG Program has a very clear and precise screening, referral and identification process that has been communicated to teachers, administration, parents and students through brochures, meetings and websites. AIG brochures are updated and available at each school. These brochures are also available for distribution through the central office to community locations, as requested. AIG brochures are available in English and Spanish. AIG information is a part of school enrollment packets. AIG information is available to parents during open houses and curriculum nights. Each school is required to hold an AIG parent information night within the first 4.5 weeks of school. This meeting is open to all interested parents. The AIG parent meeting highlights the referral and screening process as well as the school's AIG programming. The district AIG plan, general AIG information, and AIG FAQs are located on the Scotland County School website. Each school's lead AIG facilitator presents AIG information to the school staff at start of each school year, no later than Sept 30th, to include identification processes as well as traits of "underserved gifted" students. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator.

**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:** A student's referral process is monitored at the district level through a paperwork tracking system to ensure that paperwork and needed testing is completed in a timely manner. Student's assessment and AIG referral data are documented on the FTAP form (Fraser Talent and Assessment Profile). The AIG facilitator in each building reviews the FTAP with the parents and AIG placement team during the student's placement/non-placement meeting. All dates for assessments and meetings are documented on the FTAP as well as in meeting notes. Parents are provided copies of the students Differentiated Education Plan. These materials remain in the student's cumulative folder.

**Ideas for Strengthen the Standard:** Scotland County schools will improve communication with
stakeholders through AIG brochures, website pages, and AIG Parent Nights in order to inform parents of the identification process for students. Professional development will be offered to teachers regarding the multiple criteria related to AIG identification and underrepresented populations.

**Sources of Evidence:** Website

- AIG Brochure
- TAB Form: Traits, Aptitudes, and Behaviors
- GRS Form: Gifted Rating Scale
- Invitation to Conference
- Parent/Guardian Consent for Evaluation
- Due Process Procedures
- AIGS: Summary of Evaluation Results
- FTAP: Frazier Talent Assessment Profile
- Additional Testing Form Request
- Independent Evaluation for AIG Program
- Nomination Forms
- Identification and placement procedures
- Identification Flow Charts
- DEPE
- DEPM
- DEPH
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: Scotland County Schools has an array of AIG services to meet the needs of the gifted learner. When redesigning programming for gifted learners, it was important that a full continuum of services be developed that allows for the development of gifted potential and addresses the needs of such special populations as gifted students with disabilities, underachievers, culturally diverse students, and the highly gifted.

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

Each school will be required to turn in an AIG plan by September 1 to the AIG Coordinator that outlines the AIG programming for the school year to include enrichment activities outside of the classroom. The plan will address programming that contains the following:
- Talent development for K-2 using the P.E.T.S curriculum
- Cluster class schedule for Math and Reading for those students identified as AIG in Math/Reading/Both as well as IG and AIG for grades 3-8. Students are placed in cluster classes based on their area of giftedness and/or their potential for extension and/or growth in the subject area. For example, an AIG-Math student will be placed in an AIG Cluster Math class; however, he/she may or may not be placed in the AIG-Reading Cluster class.
- Semester PBL plans for grades 3-8 cluster classes
- High School Level Course schedule for grades 6-8 to include Math I and English I Honors, AP and CCP course schedule for 9-12
- A budget for curriculum expenditures (novels, textbooks, technology), field trips, and after-school programs. As funding permits, funding will be provided to schools to supplement their enrichment programs.

Differentiated Education Plans (DEPS) "At a Glance" are provided to all AIG identified students’ teachers, regardless of content area (Math, ELA, Social Studies, Science, Art, PE, Music, STEM, etc.) by the lead AIG facilitator. These "At a Glance" documents provide a quick overview of the student's area of giftedness, the student's interests from the interests survey, and the student's strengths and areas of needed growth.

Students will be given interests surveys at the beginning of the school year by the school's lead AIG facilitator. These interest surveys will help guide project based learning activities and enrichment opportunities. Students are asked to pursue a passion project and/or a challenge project based off of
their interest surveys. By requiring students to pursue a passion and/or a challenge project, SCS fosters the development of future ready skills related to problem solving, creative-abstract thinking, perseverance, and leadership.

With the guidance of their AIG facilitator, students participate in goal setting each quarter where they reflect on academic and/or social/emotional goals for their upcoming 9 weeks. Students monitor their goals throughout the quarter as they work to reach the goals by the end of the 9 weeks.

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

**District Response:** Scotland County Schools will offer opportunities for classroom teachers to obtain AIG certification in grades K-12. The premise behind this offering is to ensure that AIG cluster class services are delivered by AIG certified teachers as well as increase differentiation services in all classrooms and across all content areas beyond reading and math.

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

"At a Glance", Differentiated Education Plans (DEPS) are provided to all AIG identified students' teachers, regardless of content area (Math, ELA, Social Studies, Science, Art, PE, Music, STEM, etc.) by the lead AIG facilitator.

**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:** Grades K-2:
Differentiated services may be delivered to students by modifying the content and/or pace of the instruction through the following grouping strategies:
- Differentiated small group instruction with advanced same-grade level peers
- Grade advancement by subject only
- Full Grade advancement
- P.E.T.S (Primary Education Thinking Skills) curriculum through whole group as well as differentiated small group instruction

Grades 3-8:
Differentiated services may be delivered to students by modifying the content and/or pace of instruction through the following grouping strategies:
- Cluster class placement with an AIG certified teacher for grades 3-7 ELA and/or Math.
Cluster classes in 8th grade will be served through Math I and English I.
In order to provide a scholastically and emotionally supportive environment where both gifted as well as students with advanced learning needs are met, the following guidelines for student placement should be followed in the bulleted order as class space permits:

For Rising 3rd Grade:
Gifted identified students and students who score 88% or higher on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat
Students who score 81-87% on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat
Students who are reading at a Level O or higher at the conclusion of 2nd grade MClass or have 95% or better on EOY 2nd Grade Math Benchmark
Students who score 75-80% percentile on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat
Students who score 80% or higher on LOCAL SCORES percentile rank on Verbal, Quantitative, or Full Scale CoGat

For Rising 4th -- 7th Grade:
Gifted identified Students and/or students with Level 5 on Math/ELA EOG
Students with EOG scores that show state percentile of 80% or higher
Students with an EVAAS projected state percentile of 80% or higher on the following year's EOG in Math and/or Reading
Students with EOG scores that show state percentile of 75% or higher
Students with an EVAAS projected state percentile of 75% or higher on the following year's EOG in Math and/or Reading

For Rising 8th Grade:
Gifted identified Students and/or students with Level 5 on Math 7/ELA 7 EOG
Students with EOG scores that show state percentile of 80% or higher
Students with an EVAAS projected state percentile of 80% or higher on the Math I or English I Exam
Students with EOG scores that show state percentile of 75% or higher
Students with an EVAAS projected state percentile of 75% or higher on the Math I or English I Exam

Grades 9-12:
Differentiated services may be delivered to students by modifying the content and/or pace of instruction through the following grouping strategies:

Flexible Scheduling
Sequential Course Acceleration Subject Grouping
Course Skipping (Course Demonstrated Mastery)
Course Acceleration Online Courses (NCVPS)
Independent Study Dual Enrollment
College and Career Promise Courses
Early Graduation
Early Admission Special Programs
Early College
Honors Courses
Advanced Placement
All K-12 school AIG enrichment activities, documented in the school's annual AIG plan, will include all students enrolled in the cluster classes.

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

**District Response:** Scotland County Schools offers staff development regarding the AIG program to all teachers, school administrators and support staff at the beginning of each school year, no later than September 30, which outlines the district's AIG programming. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator. The presentation will highlight the district's AIG plan and the comprehensive AIG services offered throughout the district. The presentation will also review the processes for AIG referrals. An AIG FAQ document for teachers and administrators will be distributed at the training by the school's Lead AIG facilitator. AIG brochures are updated to reflect all programming changes in the current AIG plan.

Differentiated Education Plans (DEPS) "At a Glance" are provided to all AIG identified students' teachers, regardless of content area (Math, ELA, Social Studies, Science, Art, PE, Music, STEM, etc.) by the lead AIG facilitator. These "At a Glance" documents provide a quick overview of the student's area of giftedness, the student's interests from the interests survey, and the student's strengths and areas of needed growth.

The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each lead AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.

The AIG district coordinator provides AIG plan compliance and expectation training for school administrators in September and May to ensure adherence to plan mandates and best practices with regards to student scheduling, teacher placement, differentiated instruction, and school enrichment opportunities.

Professional development sessions on differentiation, rigor, and the social/emotional needs of the gifted learner are offered throughout the school year during school based and district based professional development.

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

**District Response:** Scotland County Schools provides opportunities for vertical communication between the AIG teachers at each elementary and middle school. DEP transition meetings are held when students transition from 5th to 6th grade as well as 8th to 9th grade. All transition meetings
should occur at the new home school by Oct 15 of each school year. Prior to a student's transition to
the new school, elementary or middle school AIG facilitators will document the 5th or 8th grade child’s
strengths and weaknesses on the Transition year DEP (DEP-M for Elementary and DEP-H for
Middle School) and meet with parents to discuss the student's progress in the AIG program during
their tenure at the school as well as the AIG services at the next grade span. This initial transition
meeting should occur before cumulative folders are transferred to the middle schools or high schools.
Notes of the meeting should be turned in with the DEP-M or DEP-H for use at the transition meeting
in the fall of the following school year. At the start of the following school year, the Middle School or
High School AIG facilitator should meet with the 6th or 9th grade parents to review the prior school's
comments and review the AIG services that will be offered during the new grade span ( 6-8 or 9-12).
Students in 5th grade and students in 8th grade will be offered the opportunity to visit their respective
middle school and high school as they transition to the next grade span.
For non-transition years, students' DEPs should be reviewed annually during the spring
parent/teacher conferences to note any changes that might need to occur in the DEP based on the
students performance during the school year.

Differentiated Education Plans (DEPs) "At a Glance" are provided to all AIG identified students'
teachers, regardless of content area (Math, ELA, Social Studies, Science, Art, PE, Music, STEM,
etc.) by the lead AIG facilitator.

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

In Scotland County Schools, there are several measures that are in place to address the social and
emotional needs of AIG students. In grades 1-5, Second Step is implemented by the school
counselors. Second Step is an emotional/social skills development program that addresses issues
surrounding coping skills, controlling impulses, reactions to others, and understanding personal
emotions. A similar program, Overcoming Obstacles, is implemented at the middle school level.
School counselors pull students for small groups related to test anxiety, bullying, stress, or grief as
needed. In addition to school counselors, Scotland County has school based mental health
counselors that work one on one with students to address emotional and social stresses stemming
from both the home and school environment.
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: For early entry into kindergarten, students would be eligible for placement under the following combinations of conditions:

Student Aptitude: The child shall be precocious in academic and social development and shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

Achievement: The child shall be functioning from two to three years beyond the child's peers. The child shall score at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

Performance: The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the child.

Observable Student Behavior/Student Interest: The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

Motivation/Student Interest: The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

For grades 1-8, subject acceleration or full grade advancement is used as a service option for students who require this differentiation. The decision to implement either full or partial acceleration is a school based decision. Students are eligible for acceleration based on the following factors:

Teacher letter of recommendation with the endorsement of the principal noting social and emotional maturity.

Advanced performance in core areas documented by EOG scores at 95%ile or above in all test core areas. (Grades 3-8 only)

Aptitude of at least two standard deviations above the mean.

Achievement in all core content areas at 95%ile or above using an individual standardized
assessment current within the year. Resources and support are provided to administrators, teachers, and families to better understand acceleration options. When applicable and available, opportunities for distance or virtual learning off grade level will be offered to students who qualify for acceleration. Compacting of both Math and English Language Arts is offered at the middle school level through the compacting of standards across grades 6-7, in order to offer high school courses Math I and English I to 8th grade students.

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

**Practice H**
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:** All of Scotland County Schools programming is designed to reach traditionally under-represented AIG Populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. In Scotland County our largest groups of under-represented AIG students are African American males and females, Native American males and females, and economically disadvantaged students. Scotland County Schools will use behavior identification forms which will highlight students in K-2 classes that show Academically and Intellectually Gifted characteristics. School AIG teachers, along with the AIG Coordinator, will provide professional development on gifted characteristics during teacher meetings and grade level planning. Scotland County Schools provides K-2 teachers with a nurturing program that will help the teachers recognize potential and strong candidates for the AIG program. This program, Primary Education Thinking Skills (P.E.T.S.), will enrich and diagnose thinking skills suitable for K-2. By offering a nurturing program at K-2, it is the goal of SCS to recognize under-represented AIG students at an earlier age and in turn, offer services that will nurture their academic and intellectual growth. Schools are encouraged to hire tutors to work with students at K-2 who are showing signs of giftedness to increase exposure to academic experiences that they may not gain within the regular classroom.
setting or within their homes. A universal screener is used at the end of 2nd grade to provide a broad spectrum approach to identify more students regardless of academic and socio-economic background. Additionally, students in grades 3-8 who exhibit gifted characteristics, but may not qualify for full gifted services, are placed in cluster core subject classrooms to provide a nurturing environment to enhance their intellectual and academic growth.

Working with the Career and Technical Education department’s efforts, students in grades 9-12 are offered opportunities to visit colleges, participate in internships, and/or have on the job training for careers that students are interested in. Students interested in STEM can participate on the high school’s Robotics team. The Robotics team works through a talent development model where students are taught skills to increase their aptitude in engineering, math, and science. All students at 9-12 have the opportunity to take honors, AP, or CCP courses which furthers talent development efforts beyond the K-8 spectrum.

For twice-exceptional students, strategies are implemented in both the student’s DEP as well as IEP to grow the student’s areas of improvement as well as giftedness. The exceptional children representative and the AIG school lead work together with the IEP and DEP team to meet the needs of the student. Flexibility in the student’s class schedule to meet his/her AIG needs as well as EC needs will be followed to offer all opportunities for success.

All schools K-12 will be required to turn an AIG enrichment plan to the district AIG coordinator by September 1. This enrichment plan will highlight how each school plans to offer enrichment opportunities to students, both inside and outside of the classroom.

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

**Practice I**

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

**District Response:** Many enrichment opportunities exist for the academically or intellectually gifted learner, both within the school environment and through outside agencies. All schools, K-12, are required to turn in an enrichment plan by September 1 to the AIG Coordinator. This plan will describe the enrichment opportunities that will be offered to AIG students during the school year. These enrichment opportunities are interdisciplinary and meaningful. Furthermore, the opportunities provide venues and experiences that help grow the social and emotional needs of AIG students by providing appropriate challenges within an environment where students feel supported and safe to excel. These enrichment opportunities may include, but are not limited to:

- Beta Club
- Duke Talent Identification Program
- Governor's School
- Mathcounts Team
- Odyssey of the Mind
Oban Exchange Program
Quiz Bowl Team
Robotics
Science Olympiad
STEM
Summer Ventures
Enrichment Field Trips
Learning Excursions
Seminars
College Visits
Book Clubs
Battle of the Books

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

**Ideas for Strengthen the Standard:** All schools will be required to turn in an annual AIG plan. This plan will include their cluster class rosters, enrichment programming, as well as their plans to address the social, emotional, and academic needs of their AIG population.

**Sources of Evidence:** School AIG Plans
Student enrollment records in cluster classes
District Differentiation Walkthrough Data
At a Glance DEPs
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: Scotland County Schools will continue to adapt the Core Curriculum to the AIG curriculum. Currently, the cluster programs at the elementary and middle school level have clearly defined curriculum goals that are aligned with the principles of differentiation and with the SCOS. In order to differentiate the NC-SCOS for the needs of AIG students, AIG certified teachers will convene each summer to differentiate district pacing guides and resources with the needs of AIG students in mind. Each semester of the school year, AIG students in grades 3-8 will be required to participate in at least one PBL. Scotland County Schools is 1:1 in grades 3-12 with all students having computers for school and personal use. This technology 1:1 initiative provides opportunities for a flipped classroom model whereby students can advance their understanding of content and curriculum individually and during their time outside of class. This flipped classroom model opens opportunities for greater differentiation during class time through project based learning, compacting of curriculum, extension projects and advanced instructor led in-class offerings. All K-12 schools will offer AIG enrichment programs that offer extension and acceleration opportunities for AIG students. Each school will be required to turn in an AIG enrichment plan by September 1 to the district AIG Coordinator that outlines the AIG enrichment programming for the school year. The enrichment plan will address programming that begins with talent development and advanced differentiation opportunities for K-2, continues with cluster, advanced offerings, and enrichment services for 3-8, and concludes with AP, honors, and enrichment 9-12. As funding permits, funding will be provided to schools to supplement their enrichment programs.

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

District Response: Scotland County Schools employs many effective instructional practices to address a range of learning needs. AIG certified teachers will participate in scheduled district planning sessions at all grade levels each year to create and share differentiated units and lesson plans. These curriculum units will be differentiated for AIG students with novel studies, project based learning opportunities, student learning contracts, tiered assignments, assignment choice, computer based learning, and/or compacted/accelerated content. Monitoring of this differentiated instructional delivery within the classroom will be performed by the principal at each individual school across all grade levels. Principals use the district Walk-Through instrument to monitor in-class differentiation. As
principals use the walkthrough tool, they are seeking evidence of differentiation within processes, products, and content. Students will be given interests surveys at the beginning of the school year by the school's lead AIG facilitator. These interest surveys will help guide project based learning activities and enrichment opportunities. Teachers meet quarterly and on district professional development days to review student data in order to modify, adjust, compact, and extend future AIG student instruction. All schools are required to submit a school based AIG differentiation plan that documents course scheduling and enrichment to the District AIG Coordinator.

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

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

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

District Response: Scotland County Schools continuously increases the focus on the development of 21st century content and skills at an advanced level. Digital Integration Facilitators work with teachers to integrate technology with instruction as well as critical thinking skills, creativity, and leadership opportunities with project based learning. AIG students have the opportunity to participate in various in-school as well as enrichment opportunities that help develop 21st century skills. AIG students participate in a minimum of one PBL per semester which incorporates 21st century skills. CANVAS based modules are incorporated in the AIG cluster classes to provide opportunities for project based learning and research that includes competencies in the areas of global awareness, critical thinking, financial literacy, and health literacy. SCS fosters leadership skills during enrichment activities such as Beta Club and Student Council. Students have opportunities to grow their creative skills through robotics, bi-annual county art and music shows, and school based art and music programs. Students have the opportunity for real life experiences during job shadowing, internships, apprenticeships, and career credential acquisition programs.

Students will be given interests surveys at the beginning of the school year by the school's lead AIG facilitator. These interest surveys will help guide project based learning activities and enrichment opportunities. Students are asked to pursue a passion project and/or a challenge project based off of their interest surveys. By requiring students to pursue a passion and/or a challenge project, SCS
fosters the development of future ready skills related to problem solving, creative-abstract thinking, perseverance, and leadership.

With the guidance of their AIG facilitator, students participate in goal setting each quarter where they reflect on academic and/or social/emotional goals for their upcoming 9 weeks. Students monitor their goals throughout the quarter as they work to reach the goals by the end of the 9 weeks.

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

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

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

District Response: Scotland County Schools will provide training to regular education teachers on the social and emotional needs of the AIG students. School Counselors, AIG facilitators, and regular education teachers will work collaboratively to ensure AIG students are making a positive adjustment within their school environments. As needed, school counselors will pull AIG student support groups to work with AIG students on identified emotional needs. Growth mindset professional development is offered to all Scotland County School Staff and Growth mindset instructional units are a part of schools' AIG enrichment and support plans. These units teach strategies to students to help them manage stress, their perfectionism, as well as their possible underachieving behaviors. There are several measures that are in place to address the social and emotional needs of AIG students. In grades 1-5, Second Step is implemented by the school counselors. Second Step is an emotional/social skills development program that addresses issues surrounding coping skills, controlling impulses, reactions to others, and understanding personal emotions. A similar program, Overcoming Obstacles, is implemented at the middle school level. School counselors pull students for small groups related to test anxiety, bullying, stress, or grief as needed. In addition to school counselors, Scotland County has school based mental health counselors that work one on one with students to address emotional and social stresses stemming from both the home and school environment.
**Practice G**
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

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

For K-2, differentiated services may be delivered to students by modifying the content and/or pace of the instruction through the following grouping strategies:
- Differentiated small group instruction with advanced same-grade level peers
- Grade advancement by subject only
- Full Grade advancement
- P.E.T.S curriculum through whole group as well as differentiated small group instruction

All students in grades K-2 are exposed to units in the P.E.T.S curriculum and based on interest and performance in the units are pulled in small groups for further enrichment to build skills with talent development at the forefront of the program.

For 3rd grade students, cluster classes are offered in the areas of Math and Reading where instruction is delivered by an AIG certified teacher and differentiated advanced curriculum units are used for instruction. These units may include: higher lexile novel studies, advanced math content standards, and project based learning opportunities.

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

**District Response:** Scotland County AIG teachers meet with other teachers and staff to develop and implement differentiated instruction for the gifted student. AIG teachers will work each summer during the district's C&I week on differentiated pacing guides. These differentiated pacing guides will contain standards based activities that offer opportunities for extension, enrichment, compacting, and acceleration of the curriculum. Lesson plans are included in the Lesson Plan repository that offer advanced differentiation strategies and standards based activities for AIG students. AIG teachers participate in weekly PLC meetings to ensure that differentiated curriculum is being implemented. Best practices during PLCs encourage teachers across various disciplines to develop advanced learning opportunities for AIG students based on current classroom data.

DEPs "At a Glance" are shared with all teachers regardless of content area. These documents highlight student strengths and areas of growth as well as the student's area of documented giftedness. In addition, student interest survey results are shared with all teachers, regardless of
content area. The lead AIG facilitator of each school shares this information with an AIG student's teachers to help bridge differentiation gaps between regular education and AIG certified teachers.

**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:** All AIG students are initially placed in the AIG program when an initial DEP meeting is held. The matching of service options to student's needs should be based on criteria for placement specified for each option and the information collected about the student during the student search and nomination processes. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. The DEP meeting consists of the parent/guardian, a teacher that works with the student, the lead AIG facilitator, the student (when appropriate) and a school administrator and/or school counselor. If a student is twice-exceptional, an EC representative should be part of the DEP meeting with the purpose of aligning the DEP to the student's IEP. The purpose of the DEP meeting is to discuss the student's strengths and needs as related to his/her academic performance and social/emotional needs. The committee makes placement decisions based on the discussions surrounding the student's strengths and needs related to learning environment modifications such as: AIG Classes for Core subjects, Grouping and subject advancement, dual enrollment, and/or consultation. The discussions also include content modification possibilities such as: advanced content, computer-based instruction, curriculum compacting, differentiated instructional units, independent study, interdisciplinary/thematic units, individualized program, problem-based learning, and/or consultation. The DEP form should be reviewed annually after the initial meeting during spring parent/teacher conferences. At transition years of 5th to 6th grade and 8th to 9th grade, a full committee meeting should be held by October 15th of the new school year at the receiving school. The full transition year process is highlighted in Standard 2e.

Gifted progress reports should be sent home with regular report cards each quarter to reflect the student's progress towards their goals; whether academic, social/emotional, or both. All AIG students are expected to participate in goal setting at the start of each quarter.

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

**Sources of Evidence:** School Based AIG Plans
AIG Differentiated Pacing Guides
AIG PBLs
Students DEPs for elementary, middle and high school
DEP-At A Glance
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: The AIG Coordinator oversees the AIG program in Scotland County. The AIG coordinator will hold AIG certification and/or participate in AIG ongoing professional development at the regional, state, and national level.

The AIG Coordinator's duties include:
With AIG teacher leadership, AIG Coordinator develops a comprehensive plan for delivery of AIG services within the district. The planning incorporates appropriate goals, implementation strategies, evaluation procedures and adequate time lines
Assists in monitoring DEP implementation in classrooms
Observe instruction to provide differentiation feedback to school based administration
Ensures compliance with state laws and rules
Oversees the screening, referral, and identification processes at the district level
Communicates effectively within the school system and community and may serve as liaison between the school system and local, state and federal agencies and other related personnel when appropriate
Provides input along with the Finance Director in developing program budget. Assists in maintaining accurate, up-to-date inventories and preparing records and reports
Demonstrates professional ethics, shows evidence of planning and accomplishing professional growth objectives and applies leadership skills effectively
Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs
Provides professional development and resources to engage AIG specialists in advanced learning methods and strategies
The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each lead AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.
The AIG coordinator provides AIG plan compliance and expectation training for school administrators in September and May to ensure adherence to plan mandates and best practices with regards to student scheduling, teacher placement, and school enrichment opportunities.

Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.
**District Response:** SCS will service AIG identified students with an AIG certified teacher in reading and math at each elementary school in grades 3-5. These certified facilitators serve students through core content areas and through enrichment opportunities outside of the classroom. Each elementary school has one lead facilitator who, with their school principal, helps to ensure their building is in compliance with the district AIG plan.

All schools have an AIG facilitator that leads the AIG program in their building. This AIG facilitator leads the following: the AIG referral process, DEP meetings, and AIG based professional development at their school site. He/she may also pull AIG students for extension activities based on assessment needs and/or may co-teach with non-AIG certified teachers.

There is a certified AIG facilitator/teacher in the non-magnet middle school that leads the program and/or co-teaches the identified AIG students where an AIG certified teacher is not available in reading and/or math. In addition, SCS has a middle school Magnet program for qualified 6-8th graders where all reading and math teachers are AIG certified.

The high school has teachers certified as honors and AP teachers. The high school principal's designee is responsible for the DEPH's, AG25's and Differentiated Education Plan.

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

**District Response:** Scotland County Schools recognizes the need to give all of our employees a chance to receive AIG professional development locally. Scotland County Schools offers to financially support teachers who enroll at UNCP to acquire AIG add-on licensure. The program's focus is designed to provide teachers with the latest knowledge of theory and practice and to prepare highly trained teachers to utilize these theories and practices in working with AIG students. Furthermore, SCS will cover the cost of one attempt at the AIG praxis test for any teacher seeking AIG certification without course enrollment.

At the start of each school year, the AIG lead facilitator conducts beginning of year trainings on the AIG learner and the AIG identification process. These trainings may include, but are not limited to: identification in underrepresented gifted populations, characteristics of giftedness, and the social/emotional needs of the gifted. As funding allows, a cohort of 10-20 teachers across K-12 will attend the state AIG conference each school year. They will be expected to return to their buildings and offer professional development to their peers regarding best practices that they acquired at the conference.

AIG Plan compliance training takes place at the beginning of the school year for administrators during the principal and assistant principal district meetings. The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each lead AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.
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: Scotland County Schools will provide the opportunity for regular education teachers to gain AIG licensure through UNC-P or the AIG Praxis Exam. Either an AIG certified teacher or the AIG lead teacher provides AIG core content services through the district's cluster model in Reading and Math in grades 3-7. Advanced content/High School credit courses are offered to 8th grade students for Math and ELA. Teachers at grades K-2, 9-12 and non-ELA/Math teachers are encouraged to pursue their AIG add-on licensure at district cost. When professional development day agendas allow, lead AIG facilitators offer training sessions on AIG differentiation, rigor, and AIG student social and emotional needs.

The AIG coordinator meets with K-8 principals in the late spring/early summer to share cluster class placement guiding practices as well as review teacher class rosters to ensure that AIG students are appropriately placed. AIG Cluster Class Guiding Practices are cited in Standard IIc.

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

District Response: In addition to training for those teachers who provide direct services to identified AIG students, Scotland County Schools strives to maintain a cadre of regular classroom teachers who are knowledgeable about the characteristics of gifted learners and the strategies for the appropriate instruction of these students. The district's lesson planning format requires differentiated lesson activities as well as a focus on rigor. Teachers across all content areas participate in school based and district wide PLCs where planning lessons with a focus on rigor is required. Numerous full district and school based professional development sessions are offered on, but not limited to, the following topics/areas:
Social and Emotional Needs of the Gifted Learner
Characteristics of the Underachieving Gifted Learner
Rigor and Differentiation
Research Based Lesson Planning Strategies
Writing across the curriculum
Data Driven Instruction
Small Group Differentiated Instruction
Technology Integration
Flipped Classrooms
MTSS and Research Based Interventions
Project Based Learning
Content Standards
Robotics

Non-ELA and Non-Math teachers of AIG students in grades K-12, who do not hold AIG certification,
are encouraged to become AIG certified. Advanced Placement teachers receive additional training through College Board sponsored programs.

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

**District Response:** Using the training and strategies they have learned through AIG professional development, AIG teachers along with general education teachers work together during the county’s Curriculum and Instruction week to plan differentiated pacing guides and instructional units for AIG cluster classes. The school district offers additional professional development/planning days throughout the school year. AIG cluster teachers have the opportunity to work together during those times to create differentiated lessons and modified pacing guides based on quarterly assessment data. Additionally, AIG teachers use the professional development they have received to help their principals refine their school’s AIG enrichment plans.

**Ideas for Strengthen the Standard:** SCS will cover the cost of AIG certification coursework or the AIG praxis test. SCS will provide numerous opportunities for teachers to receive AIG specific professional development through district, regional, and state offerings.

**Sources of Evidence:** Professional Development Sign In Sheets
Professional Development Agendas
AIG Differentiated Pacing Guides
PLC minutes
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: To continue increasing community understanding of the AIG program, the district will update AIG brochures, post AIG information on the district website as well as on each school website and hold informational meetings at each school for students, parents/guardians, administrators, and the community. AIG teachers will hold review meetings with parents/guardians to provide opportunity for input and feedback in developing the elementary, middle, and high school differentiated education plan (DEP). Scotland County will seek to form ongoing, consistent partnerships with community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside the classroom setting. Each school will be required to create an AIG parent advisory committee and hold a minimum of one meeting per year to garner feedback from parents regarding their school's implementation of the district's AIG plan. This meeting should take place no later than January 1. This information will be shared with the district AIG coordinator.

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

District Response: The AIG plan is on the district website and on each school's website to ensure that all stakeholders have the opportunity to have the information. The AIG brochure is updated with the current AIG plan programming. A digital version of the AIG brochure along with a FAQ document is available on the district's website.

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

At the beginning of each year, the AIG elementary school-based facilitator should coordinate the notification of all parents of second through fifth graders of the AIG referral process and program descriptions. This notification can be done via a letter and a brochure sent to parents at the beginning of the year and/or an AIG parent information night.

The brochure describing the AIG program will be included in each school's registration packet for transfer students.

Once the testing cycle is completed for a referred student, the AIG Facilitator and the child's classroom teacher should meet with the parent to interpret test results and develop the educational
plan if services are appropriate. Parents should be informed of the AIG Magnet Middle School Program at initial placement and again in the fifth grade. An "Intent to Attend" form must be completed on all fifth grade students who plan to enter the Middle School Magnet Program in the sixth grade.

The AIG Facilitators from the feeder school and the receiving school will coordinate a parent orientation meeting at the end of the fifth and eighth grades. The purpose of this meeting is to inform parents of the service options available to students at the next level of schooling.

In each building, the AIG lead facilitator will create a monthly newsletter informing parents of AIG related information for their particular school as well as the district. AIG Goal Progress reports will go home with all AIG student’s report cards. The Goal Progress Reports will show the student's progress in making their quarterly academic and/or social goals.

**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:** The local AIG plan was developed through an advisory group. Principals, AIG facilitators, School Board members, parents, and Curriculum and Instruction staff were brought together to provide feedback on the district’s AIG plan. Members of the AIG advisory group were chosen based on their representation of the diverse AIG learners in our school district. Parent representation on the committee included parents from our underrepresented AIG student body. Principals were chosen based on schools with both high and low AIG enrollment. The AIG advisory group met to review the AIG standards and provide feedback on Scotland County’s plan to address the standards. This same AIG advisory group will be called upon by the AIG coordinator to help monitor the implementation and effectiveness of the district’s AIG plan.

The AIG parent advisory committee will meet annually at each school site to address AIG programming and parent feedback. This feedback will be shared with the district AIG coordinator. Representation of at least one parent per school is sought for the district advisory team which is made up of parents, AIG facilitators, principals, C&I staff, school board members, and community partners. The district advisory team will be called to meet, as needed, to discuss concerns shared from the school level that impact the district as a whole as well as during AIG plan writing.

A copy of the new AIG plan and updates will be distributed to all schools and administrators. Administrators and teachers receive training on the AIG plan as part of opening school year professional development. This training will help expand their understanding and knowledge of the plan to further grow their school based advisory board and its efforts.

The lead AIG facilitator in each building will hold an "AIG Council" of all AIG certified teachers in the building bi-annually, or as needed, to discuss and reflect on AIG programming in their building.

Schools will inform stakeholders about the AIG parent advisory committee and ask for volunteer members during open house, parent nights, and in newsletters.
Schools will reach out to local businesses and the Chamber of Commerce to solicit community involvement in the AIG parent advisory committee.

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

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

**Practice E**
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:** Scotland County Schools will form on going, consistent partnerships with community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside of the classroom setting. An AIG parent advisory committee will meet at the school level and/or district level to acknowledge and address parental feedback towards the AIG program. Our goal is to connect classroom lessons to real-world problems and foster cross-sector partnerships for collaborative learning. SCS will continue to encourage a partnership with UNC Pembroke's AIG licensure program. Invite guest speakers from local businesses to present and/or volunteer at schools and enrichment programs. Maximize resources and contacts through CTE for Career Pathways and Readiness.

**Ideas for Strengthen the Standard:** Each school will have an AIG parent advisory group. This group will meet to discuss school based programming and make recommendations to the district advisory board.

**Sources of Evidence:** AIG plan on the district website.
AIG flow Charts
School AIG newsletters
Sign in Forms for AIG Parent Information Nights
AIG Goal Progress Reports
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: Scotland County Schools has written an AIG plan describing our local program according to SBE standards and policies.

The local AIG plan was developed through an advisory group. Principals, AIG facilitators, School Board members, parents, and Curriculum and Instruction staff were brought together to provide feedback on the district's AIG plan. Members of the AIG advisory group were chosen based on their representation of the diverse AIG learners in our school district. Parent representation on the committee included parents from our underrepresented AIG student body. Principals were chosen based on schools with both high and low AIG enrollment. The AIG advisory group met to review the AIG standards and provide feedback on Scotland County's plan to address the standards.

Stakeholder surveys were sent out to parents, principals, and teachers regarding AIG services in Scotland County. Using the data from the surveys, the AIG advisory group's suggestions for edits to the prior AIG plan, and AIG student enrollment and assessment data, the AIG coordinator made edits to the prior AIG plan to match the data needs and stakeholder suggestions. This new draft of the plan was presented to the AIG advisory board, the district principals, the curriculum and instruction department, and the district leadership cabinet. Based on feedback provided by these various stakeholder groups, additional final edits were made to the AIG plan. After all feedback was garnered and edits were made, the final draft was taken to the Scotland County Schools School Board for approval.

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

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

Beginning of the year meetings with lead AIG facilitators to clarify their duties and responsibilities
Annual Approval of district and school site AIG budgets
School based meetings with all AIG certified teachers
Annual review of district AIG differentiation plans for instruction
Annual review of school based AIG plans
Biannual meetings with school administration regarding AIG student scheduling, curriculum, and enrichment opportunities
Semester AIG plan compliance checklists turned in to AIG coordinator by all lead school based AIG facilitators and principals
AIG coordinator's attendance at state AIG meetings to learn policy updates
Disaggregation of school walkthrough data for instructional trends in cluster classrooms

**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:** Scotland County Schools uses the AIG State Funding appropriately for administration of the local AIG program. All the funding received is used for the hiring of AIG teachers to serve the students, providing AIG based professional staff development, providing approved enrichment opportunities for students and purchasing necessary materials for the AIG program.

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

**District Response:** Scotland County Schools' AIG program has always gathered and analyzed performance data on AIG students. This information will continue to be used to improve the AIG program at the individual schools as well as in the district. Student data is analyzed at quarterly school and district based planning sessions to inform changes in instruction. AIG cohort performance and growth data is disaggregated by the AIG coordinator with the assistance of the district's Accountability department. This data is shared with district and school leadership teams to help inform curriculum and scheduling decisions. Scotland County Schools will use student and district data to develop Differentiated Education Plans for each identified student. Dropout data will be reviewed through quarterly PowerSchool reports. Trends will be addressed at school sites and across the district if noted.

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

**District Response:** Scotland County Schools collects data as the students are identified as academically or intellectually gifted. Referral and placement data by race, ethnicity, and economic status is collected at each AIG headcount (Fall and Spring). This data is analyzed for trends across schools to ensure equity in
referral and placement. Conversations are held and action plans are developed with school administrators whose schools show inequitable trends. Students who show potential for gifted identification are identified throughout the year and monitored by their classroom teachers and the school's AIG facilitator for referral. These processes help to ensure that the district's identification process is inclusive and encourages diversity. Students who are not identified as AIG through the referral process, but are identified as high performing, will receive nurturing services through our academic cluster services and talent development enrichment opportunities.

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

District Response: Scotland County Schools’ personnel office and EC department keep current licensure and professional development information for each employee. All students in grades 3-7 AIG cluster classes are instructed by an employee that is certified or enrolled in AIG licensure classes. Teachers that teach advanced content courses, honors courses, or AP courses, may not have AIG certification; however, they have district continuing education credits in rigorous instruction, differentiation in the classroom, technology integration, and data driven instruction.

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: School based advisory groups comprised of teachers, administrators, parents and community members will meet annually to discuss the progress of the AIG plan. School based surveys will be sent to AIG parents and guardians annually to measure the success of the SCS AIG plan. Student interest surveys will help inform school based enrichment opportunities, as well as program development. Input from school based advisory groups as well as school based surveys will be shared with the AIG coordinator. As school based data and input warrants, the AIG coordinator may call the AIG district advisory group to meet to discuss ideas, concerns, or suggestions for the district’s AIG plan.

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

District Response: The AIG Coordinator annually reviews stakeholder feedback(school based advisory group feedback and school based surveys), AIG teacher certification numbers, AIG subgroup assessment data, and subgroup referral/identification data to suggest appropriate AIG plan changes to the SCS school board. As data analysis warrants, the AIG Coordinator may call the AIG district advisory group to meet to discuss ideas, concerns, or suggestions for the district’s AIG plan as
a precursor to presenting plan changes to the SCS school board.

Referral and placement data by race, ethnicity, and economic status is collected at each AIG headcount (Fall and Spring). This data is analyzed for trends across schools to ensure equity in referral and placement. Conversations are held and action plans created with school administrators whose schools show unequitable trends.
Special consideration is given to the DPI review comments. SCS will continue to review and revise the AIG program throughout the year or whenever a need is obvious.

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

**District Response:** Scotland County Schools gathers data from the previous evaluation of the AIG plan and communicates the information to the administration. Schools conduct surveys and the results are shared with the AIG Coordinator. All data surrounding the evaluation of the AIG plan is shared with the School Board in an open forum.
All schools share updates to the AIG plan during their school's AIG parent information session at the start of the school year.

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

If the student's aptitude or achievement scores fall between 68%ile and 87%ile, additional testing may be requested to determine a student's eligibility for services. Options include an individual IQ test and/or individual achievement testing. The AIG committee should complete section I on the request for additional testing and obtain signatures. Return the entire nomination packet to the Central Office for the scheduling of additional testing. When the results of the additional testing are received, another meeting with the AIG committee and the parent will need to be called to determine a. AIG placement or b. No AIG placement. The committee will need to complete section II. Parents' signatures are required for additional testing requests.

Procedure for Independent Evaluation for AIG Program
If parent/guardian disagrees with the evaluation provided by Scotland County Schools, they may secure an independent evaluation for AIG program Eligibility.
The psychological and/or educational evaluation will be at parent expense.
Evaluations shall be performed by qualified examiners, which include:
A school psychologist licensed by the State Department of Public Instruction
A psychologist associate licensed by the North Carolina Psychology Board
A practicing psychologist licensed by the North Carolina Psychology Board
If only an educational evaluation is needed, then a properly trained educational diagnostician who is under the supervision of a licensed practicing psychologist may administer it.

Because of potential practice effects and reliability concerns, the Scotland County Schools will not accept independent evaluation results from the following academic achievement measures if they have been administered within the past year:
Form A or Form B of the Woodcock-Johnson III Tests of Achievement (W-J III)
Iowa Test of Basic Skills

Any test which relies on a single subtest for a placement decision including the Wide Range Achievement Test (WRAT) and the Kaufman Test of Educational Achievement (KTEA) or from the following intellectual ability instrument if they have been administered within the past year:
The Wechsler Intelligence Scale for Children--4th Edition (WISC-IV)

In District Transfer Students:
All SCS transfer students who were previously identified and approved for gifted services in their SCS school are eligible for continued gifted services. The process is different for those transferring from another school system within North Carolina and those from a system in another state.
For Students Transferring from Another NC School System:
Scotland County Schools will honor any gifted placement made by another NC school system without further evaluation if there is evidence that a legal placement has been made (a current DEP). The AIG Committee will also need to gather evaluation results from the other NC school system. If evaluation results are not received, the AIG Facilitator must provide proof that contact has been made.

The process for identified transfer students from within NC is as follows:
The school site committee reviews nomination, recognition, and service option documentation for the following information:
Nomination form*
Consent for evaluation*
Evaluation results**
Eligibility determination / DEP
Service options match / DEP
Consent for services
* Actual possession of these items from the sending NC system is not required, however, if they are not available, replacement copies will need to be generated by the school site AIG Facilitator.
** Actual possession of these items from the sending NC system is not required and no replacement copy will be required.
The school site AIG Facilitator issues an Invitation to Conference (AIG-I) to the parent / guardian.
The school site AIG Facilitator, along with parent / guardian, completes the front and Section I of the FTAP indicating that differentiated services are recommended.
The school site AIG Committee, along with the parent / guardian, determines the differentiation needed and completes the AIG-DEP to document differentiated service options agreed upon.
Parent / Guardian are provided a copy of the Due Process Procedures.
The school site AIG Facilitator completes AIG-25 and sends complete packet to the AIG coordinator at Central Office for review and data entry.
The AIG folder is returned to the AIG Facilitator for placement in the cumulative folder.
The school site AIG Facilitator sends a copy of the Student Eligibility for Gifted Services Record (AIG-DEP) to the parent / guardian.
The school site AIG Facilitator completes the Admission / Dismissal Report (AG-25) and forwards it to the Exceptional Children’s Services office.

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

PROCEDURES FOR RESOLVING CONFLICTS

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

SCOTLAND COUNTY SCHOOLS DUE PROCESS PROCEDURES ACADEMICALLY OR INTELLECTUALLY GIFTED
The parents or guardian requests, in writing, a conference with the School Site AIG Committee for Gifted Education of the school attended by the child. The School Site AIG Committee holds the conference within five school days of receipt of the request and responds in writing within five school days of conference with his or her decision.

If the disagreement is not resolved at the School Site AIG committee conference, the parent or guardian may make a written request within five days of receipt of the committee's decision for a conference with the school site principal. The principal grants the conference within five school days of the request and responds to the parent or guardian within ten school days.

If the disagreement is not resolved by the school site principal, the parent or guardian may appeal the principal's decision in writing to the Superintendent of Scotland County Schools within ten days of receiving the principal's response. The Superintendent holds the conference, reviews the record and responds to the parent or guardian within ten school days.

If the disagreement is not resolved by the Superintendent, the parent or guardian may appeal to the Board of Education in writing within ten days of the Superintendent's decision. The Board of Education shall schedule the hearing, review the record and offer a final written decision within 30 days.

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

Whether the school district improperly failed to identify a child as an academically or intellectually gifted student, or

Whether the local plan for academically gifted education has been implemented appropriately in regards to the child.

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

**Ideas for Strengthen the Standard:** The AIG program will be monitored for fidelity by the District AIG lead to insure that the AIG plan is being followed. At the school level, principals will ensure that the district plan is being adhered to during class instruction and enrichment.

**Sources of Evidence:** Scotland County's AIG Plan.
Due Process Procedures
AIG Differentiated Pacing Guides
School Based AIG Plans Agenda
Minutes from AIG Committee Meetings
AIG Survey Results
Agendas from AIG parent nights
Glossary (optional):

Appendix (optional):

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