

Overview: Mission/Vision Statement and Funding

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

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

\* Mission and/or Vision Statement(s)

Stanly County Schools Vision for local AIG program:

**Mission**

The mission of the Stanly County Schools Academically and Intellectually Gifted Program is to recognize and meet the

unique needs of academically and intellectually gifted students.

**Vision Statements**

- Provide a coordinated kindergarten through grade 12 AIG program that ensures continuity of objectives and curriculum in the North Carolina Standard Course of Study (NCSCOS)
- Provide academically and intellectually gifted students access to a support system which meets their social, emotional, and academic needs
- Identify, support, and serve academically and intellectually gifted students from diverse populations
- Provide academically and intellectually gifted students with differentiated curriculum that includes enrichment, acceleration and rigor, which will replace and extend portions of established curricula
- Provide a nurturing environment for students that encourages problem solving, critical thinking, innovation, and affective education
- Provide academically and intellectually gifted students with resources and experiences that go beyond the structures of the school

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 461,504.00	* \$ 15,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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

*Screening* is the process of gathering quantitative data concerning the aptitude, achievement, and performance of a student to use during an Academically and/or Intellectually Gifted (AIG) referral. Stanly County Schools' AIG program performs screening in order to identify possible candidates for referral and placement. The screening process encompasses all genders, races, socioeconomic statuses, and ability levels to ensure that we are intentionally gathering data for all students, including underrepresented populations. Universal screening and identification for the AIG program starts in third grade with the Beginning-of-Grade 3 (BOG3) and End-of-Grade (EOG) testing scores. An additional screening is acquired with the nationally-normed assessment, Cognitive Abilities Test (CogAt), at grade 4. Students who achieve a Level 3, Level 4, or Level 5 on a third grade EOG are further screened with the CogAt. Annual screenings are implemented in grades 3-8 based on English-Language Arts (ELA) and Math EOG testing data. Screenings in grades K-2 are based on mClass assessment data and local math benchmark data.

*Referral* is the process of using the screening data, typical and atypical qualitative data such as rubrics and portfolios to build a comprehensive learner profile. Using the profile, the school level Needs Determination Team (NDT) determines whether or not the student qualifies for AIG identification. The Stanly County Schools AIG program accepts referrals for consideration for placement and identification. Any student, parent, teacher, and/or staff member can refer a student to be considered for the AIG program. The goal of a referral is to collect a comprehensive learner profile to determine if placement in the AIG program is warranted. All referrals are directed to the AIG teacher/contact at the child's school. Referrals for the AIG program do not ensure testing and/or identification. Referral processes are available across the spectrum for grades K-12.

### **Referral by Parent/Community Member**

Referrals can be completed by a parent/guardian or a community member who knows the student. In order to complete a referral, parents/guardians must complete the Parent Referral Form (AIG 103) and contact the student's teacher(s) and the AIG teacher/contact to begin the process for evaluation.

### **Parent Referral Process**

A parent referral form (AIG 103) is used by a parent/guardian or other community member to refer a student for evaluation. On this form, parents/guardians are asked to provide identifying information and answer the following questions based on a Likert scale: *seldom/never, sometimes, quite often, almost always*. With each answer indicated in the *quite often* or *almost always* rating, parents/guardians are expected to provide examples from their child's daily life. Parents/guardians are given a contact and date to return the referral form.

### **AIG 103: Parent Referral Form**

Directions: Please place an "X" in the box which most closely describes the frequency of occurrence for your child. If your child scores in either the *quite often* or *almost always* columns, provide a specific example in the last column.

1. My child knows a great many facts about many subjects
2. My child will spend more time and energy than other children of the same age on a topic of his/her interest.
3. My child is a "self-starter" who works well alone, needing few directions, and little supervision.
4. My child sets high personal goals and expects to see results from his/her work.
5. My child gets so involved with a project that he/she will give up other pleasures in order to work on it.
6. My child continues to work on a project even when faced with temporary defeats & slow results.
7. While working on a project and when it is finished, my child knows which parts are good & which parts need improvement.
8. My child can organize others in games, activities, etc.
9. My child suggests imaginative ways of doing things, even if the suggestions are sometimes impractical.
10. When my child tells about something that is very unusual, he/she expresses himself/herself by elaborate gestures, pictures, or words.
11. My child uses common materials in ways not usually expected.
12. My child avoids typical ways of doing things, choosing instead to find a new way to approach a problem or topic.
13. My child likes to "play with ideas," often making up situations which probably will not occur.
14. My child often finds humor in situations or events that are not obviously funny to most children his/her age.
15. My child prefers working or playing alone rather than doing something "just to go along with the gang."

16. My child has participated in and/or received awards in contests, competitions, and extra-curricular activities.

### **Staff Referral Process**

Referrals can be made by Stanly County Schools' employees (teachers or other support personnel) through contact with the AIG teacher/contact. Staff will complete the referral process based on the student's grade level.

### **K-2 Referral Process**

Teachers first contact the AIG teacher/contact at the school. The AIG teacher/contact will provide the teacher with the needed forms to complete (AIG 108 SCS Hope Scale, AIG 112 AIG Guidelines For Assessing Reading and Mathematics Performance In Grades K-2). Teachers are given a copy of the TOPS (Teacher's Observation of Potential in Students) individual student observation rubric to complete over a period of 3-to-6 weeks. Once this information is collected and evaluated by the AIG teacher/contact, a decision is made by the school level NDT to "watch and wait," to collect more data for the student, or to proceed with testing using the CogAt. The Iowa Test of Basic Skills (ITBS) nationally-normed assessment is also used for referrals in grades K-2.

### **AIG 108 Hope Scale**

The HOPE Teacher Rating Scale is designed and used to help guide teachers in identifying gifted students for programming. It is short, with 11 items that measure academic and social/affective components of giftedness. It is invariant when used to identify students from low-income and culturally diverse families. It can be used across grade levels, K-12. Local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, the HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date.

### **AIG 112 AIG Guidelines For Assessing Reading and Mathematics Performance In Grades K-2**

Use the following directions to report information for an AIG referral. Begin by filling in demographic information.

### **AIG Guidelines For Assessing Mathematics Performance In Grades K-2**

1. Assess students using the K-2 math assessment documents.
2. Use to assess students after any grading period. Include: the date, grading period, method of assessment, performance grade level, and percentage.

### **Information for Needs Determination Team**

- Pathway 2 criteria: 93% mastery of objectives

- Pathway 3 criteria: 95%+ mastery of objectives

### **Guidelines For Assessing Reading Performance In Grades K-2**

1. Assess students on foundational literacy skills using DIBELS measures in mClass.
2. Attach a copy of the student assessment report.
3. Attach a copy of the student's most recent report card. Include: the date, grading period, and assessment mClass/DIBELS assessment levels

Information for Needs Determination Team:

- Pathway 2 criteria: 90% aptitude, 98%+ achievement
- A TRC may be completed on the level designated on the chart for each grading period of nomination (ex: If a child is nominated at the end of second quarter, the running record must reflect the minimum book level on the chart for the specified grade level at 95%+ accuracy.)
- TOPS (Teacher's Observation of Potential in Students) The TOPS is a tool to help recognize children (ages 5-9) with outstanding potential who may be gifted. The TOPS is designed to be the teacher observation component of a comprehensive approach to recognizing students with outstanding potential. This tool should complement other sources of information. The TOPS is organized around nine domains: (1) Learns Easily, (2) Shows Advanced Skills, (3) Displays Spatial Abilities, (4) Shows Motivation, (5) Shows Social Perceptiveness, and (6) Displays Leadership. Examples of behaviors that can be used as indicators of potential are given for each domain. These behaviors capture both "teacher pleasing" & "non-teacher pleasing" behaviors because bright children are not always "teacher pleasers." Non-teacher pleasing class behavior can sometimes impede our recognition of students' potential. As you use the Individual TOPS, teachers are to remember to observe the child in multiple settings over time to best see her/his potential.

Directions: Select a three-to-six week time period to observe the child using the Individual TOPS. When observing the child's behavior, within a specific domain, write down the date & a short note describing the observation in the box for that domain. Each additional time the child is observed within a specific domain, the date & note is added to the box. If there are work samples or materials connected to the observation, they are to be collected in the TOPS folder. This collection will serve as an initial body-of-evidence documenting the child's potential. This body-of-evidence can be used in planning for the child. After the observation period is initially completed, compilation & reflection on the observations are added on the back of the Individual Student TOPS. Continued documenting of observation & classroom responses are added as needed.

Next Steps: After completing observations using the TOPS, a decision will be made about how to follow-up with this

child's strengths and needs. In making these decisions, one should consider the following: What are this child's major strengths? In which domains does she/he show outstanding potential? How can I better respond to this student's potential? What can I do to meet this child's needs in the classroom? Would additional information help better understand and plan instruction for this child? If yes, how can I gather this information? Should this child be nominated for possible identification as gifted?

### **3-12 Referral Process**

Teachers first contact the AIG teacher/contact at the school. The AIG teacher/contact will provide the teacher with the forms to complete (AIG 108, AIG 109). The AIG teacher/contact will obtain a copy of the student's report card and testing history, including EOG and CogAt scores. If these data points are not available for the student, the AIG teacher/contact considers other state- and nationally-normed assessments (i.e. ITBS, State Achievement tests). Additional local and state benchmark information is collected to provide a comprehensive learner profile.

### **\* 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.

Students will be identified accordingly based on their learner profile. The following designations correlate with the Powerschool Identification.

### **Identification for K-2**

**IG:** 98th or higher percentile on aptitude (Composite), does not qualify on classroom achievement

**AIG:** 98th or higher percentile on aptitude (Composite) and 98th percentile or higher on IOWA (reading and math), and TOPS form

**AG:** achievement >90 and class performance criteria met, >90 aptitude on both reading and math, and TOPS form

**AR:** aptitude >90 on reading, achievement >98, and TOPS form

**AM:** aptitude >90 on math, achievement >98, and TOPS form

### **Identification for 3-12**

**AIG:** 98th or higher percentile on aptitude (Composite), combined sum of aptitude and achievement of 180+ for verbal and combined sum of aptitude and achievement of 180+ for math

**AG:** combined sum of aptitude and achievement of 180+ for verbal and combined sum of aptitude and achievement of 180+ for math

**AR:** combined sum of aptitude and achievement of 180+ for verbal  
**AM:** combined sum of aptitude and achievement of 180+ for math  
**IG:** 98th or higher percentile on aptitude (Composite)

Pathway 3 involves the same measures but a combined 175+ with a completed HOPE Scale.

### **Identification K-2**

To be identified in K-2, students must have the following data collected: Nomination completed by parent/guardian or teacher (as needed), testing/data review and collection - local benchmark data, TOPS, CogAt/IOWA, Multiple Pathways for Qualification must be met, CogAt, IOWA, performance.

### **Identification 3-12**

To be identified in 3-12, students must have the following data collected: Nomination by: parent/guardian, teacher, or screener, individual testing available as needs arise, Data review and collection- local benchmark data, portfolio, HOPE Scale, EOG data, Multiple Pathways for Qualification must be met, Aptitude, Achievement, performance.



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### **\* Practice C**

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

Stanly County Schools will provide multiple pathways that provide opportunities for underrepresented populations to ensure equitable access through the use of nonverbal scores, portfolio, and teacher observations using the HOPE Scale. AIG teachers/contacts will collaborate with support personnel including classroom teachers, EL teachers, and EC teachers to ensure students of underrepresented populations are not overlooked. AIG teachers/contacts will review subgroup data from EOG/EOC, EVAAS, and local benchmark data annually to develop screening procedures for underrepresented populations. Elementary AIG teachers will provide nurturing services through Talent Development programs for second and third grade (TD2 and TD3) to ensure underrepresented students are considered and discussed as potentials for referral into the AIG program.



**\* Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

Requirements for qualification are consistent across Stanly County Schools. Each AIG teacher/contact documents any student they screen on a digital screening log (AIG 102) that is monitored by the Director of AIG. All students who are referred after they are initially screened are noted on the screening log as well. A digital screening log is created for each elementary and middle school annually. The items entered into this log include: last name, first name, grade level, gender, ethnicity, placement (reading and/or math), date of NDT decision, aptitude assessment scores (CogAt), achievement assessment scores (BOG, EOG/EOC, IOWA), performance/grades, completed HOPE Scale, mClass levels, and additional notes. Student folders are maintained and transition from elementary-to-middle school and middle-to-high school as the student progresses. Student folders contain all AIG documentation that is obtained through the screening and referral process. The AIG Director shares the documents and forms with all specialists so that there is consistency in documentation and AIG folders. Internal auditing of AIG records is completed by the AIG Director to ensure consistency across the district in placement and review of services.

**\* Practice E**

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

Information about procedures regarding screening, referral, and identification are available online and through each school's AIG teacher/contact. Modes of communication include: informational brochures, website access to documents, an annual AIG update for staff, AIG Advisory Board, annual stakeholder meetings, parent email lists, parent conferences, and AIG teacher websites.

**\* 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.

Student folders are created upon referral and contain placement qualification data. These folders are maintained by the AIG teachers/contacts and transition from elementary to middle and middle to high as the student progresses. If the student transfers outside Stanly County Schools, the folder still follows their class to the appropriate level. Powerschool data is updated and reviewed biannually by AIG teachers/contacts for accuracy. Teachers/contacts provide families with copies of all documentation including DEPS and annual progress reports. Once placement decisions are made by the Needs Determination Team, the AIG teacher/contact parents to set up a conference and discuss placement or non-placement (Form AIG 118). It is explained to parents that folders and information will travel with the

student. The AIG Director will monitor AIG folders to ensure that all LEA procedures for maintaining documentation and student records is being completed. This includes maintaining and monitoring screening logs and internal auditing of new placements.

**Stanly County Schools Gifted Education Program Notification of Needs Determination Team Decision (Form 118)**

When a student has been screened and tested for the AIG program, parents are notified of non-placement through Form 118.

*Dear Parent/Guardian,*

*As you were previously notified, your child was nominated for review for the Academically/Intellectually Gifted Education Program. The Needs Determination Team has reviewed the information available on your child and has determined that placement for Gifted Education Program services is not recommended at this time. We will continue to monitor academic progress and watch test scores each year to see if further consideration is warranted. Please contact me if you have questions or concerns about the committee's decision. Contact information for the school AIG teacher/contact is provided for the parents to contact them if they have further questions.*

Scores on assessments given are provided to parents as well. (ie: aptitude test: CogAt; abilities tests: BOG3, EOG, ITBS)

**\* Ideas for Strengthening the Standard**

- Continue to expand training and implementation of the HOPE Scale
- Update the Stanly County Schools AIG website
- Meet with high school counselors to update Grades 9-12 screening logs, to review Grades 9-12 DEPs, and to expand Grades 9-12 AIG services
- Collaborate with the district's Director of Testing and Accountability and the Director of Student Information to conduct regular data dives for AIG students to ensure we are addressing the needs of underrepresented populations

**Planned Sources of Evidence**

\* Updated Forms 2022-2025

\* Annual AIG Update

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## Documents

Type	Document Template	Document/Link
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AIG Standard 1 Additional Resources	N/A	
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 [AIG 100 Pathways K-2 \(2022-2025\)](#)

 [AIG 101 Pathways 3-12 \(2022-2025\)](#)

 [AIG 103 Parent Nomination and Referral Form \(2022-2025\)](#)

 [AIG 105 Consent to Evaluate \(2022-2025\)](#)

 [AIG 107 Iowa Assessment Score Report \(2022-2025\)](#)

 [AIG 111 K-2 Summative Referral Form for AIG Specialist \(2022-2025\)](#)

 [AIG 112 K-2 Performance Data for Teachers \(2022-2025\)](#)

 [AIG 114 DEP \(2022-2025\)](#)

 [AIG 115 DEP 9-12 \(2022-2025\)](#)

 [AIG 116 Individual](#)

[Differentiated Education Plan \(2022-2025\)](#)

 [AIG 118 Non Placement Notice \(2022-2025\)](#)

 [AIG 129 Student Screening and Referral Form K-2 \(2022-2025\)](#)

 [AIG 106 TOPS Form](#)

 [AIG 108 HOPE Scale Teacher Rating](#)

 [AIG 131 CogAt Score Report](#)

 [2021-2022 AIG Updates](#)

Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

**Grades K-5**

Programming for gifted learners in the elementary school provides a full continuum of services for the needs of the learners. This includes support for reading and math small groups. Services can be delivered through inclusion and/or pull-out. Collaboration with classroom teachers, administration, and other critical support staff enables AIG teachers to enhance, enrich, and nurture our young learners.

**Grades 6-8**

Programming for gifted learners in the middle school is delivered through advanced reading and math classes. AIG teachers at the middle school collaborate with each grade level to provide curriculum support, model lessons, and co-teach as needed. Content is accelerated through the use of compacted curriculum, and content/grade acceleration is available as needed. Middle school students also participate in a Connections block that allows AIG students to be clustered together for scaffolded learning and support throughout the year.

**Grades 9-12**

High school students have the opportunity to enroll in Honors and Advanced Placement (AP) classes. All four

traditional high schools offer AP courses, either seated or through a telepresence with a live teacher. Other local programs that provide opportunities for high school students include: Career and College Promise, Stanly Early College, Stanly STEM Early College, and North Carolina Virtual Public School (NCVPS).

### **Early Colleges**

1. Stanly Early College is a public high school located on the campus of Stanly Community College. Students are offered free tuition to earn an associate's degree or certification. The school is part of the NC Cooperative Innovative High Schools and serves students in grades 9-13. Internships and job-shadowing opportunities are offered at Atrium Stanly for students.
2. Stanly STEM Early College is a public high school located on the campus of Albemarle High School. Students are offered a rigorous curriculum founded on the principles of science, technology, engineering, and mathematics (STEM).

### **College and Career Promise**

Through Career and College Promise (CCP), qualified high-school-age students in North Carolina have the opportunity to pursue these options, tuition free, while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. SCS offers College Transfer Pathways in Associate in Arts; Associate in Science and Associate in Nursing; Career and Technical Education pathways in 25 subjects; 7 Career and Technical pathways award an SCC certificate upon completion of the pathway; seven Career and Technical pathways allow students in Grades 9-10 to enroll if the student meets eligibility requirements. Students must meet eligibility requirements for all pathways.



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### **\* Practice B**

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

AIG teachers/contacts collaborate and communicate with classroom teachers of various instructional specialities to integrate AIG services and ensure gifted curriculum resources are aligned with the total instructional program. When possible, AIG teachers/contacts participate and document involvement in professional learning communities (PLC) meetings. A focus on twice-exceptional students including professional development in conjunction with the LEA

Exception Children's Programs Department is ongoing and developing. AIG teachers/contacts communicate across the district by keeping an inventory of available AIG resources and programs that can be shared among schools.

**\* Practice C**

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

Student achievement and growth data is analyzed annually to make student grouping decisions. This plays a role in grouping placement for elementary, middle, and high schools. Students that are not identified AIG are also considered for placement into advanced and honors courses based on each student's individual data and history. Per NC House Bill 986, students who score a Level 5 on an EOG for mathematics are placed in advanced courses when available, regardless of identification. TD2 and TD3 opportunities provide flexible grouping for students in Grades 2-3. The skill focus changes throughout the year, and different students have the opportunity for nurturing based on their skillset.

**\* Practice D**

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

At the beginning of each new school year, the AIG Director prepares an annual update presentation to be shared at the district principals' and curriculum coaches' meetings. Once principals and curriculum coaches have been presented with the information, it is shared with the AIG staff to present at each elementary and middle school in the district. A brochure is available with details about our AIG program, service delivery, and plan. Brochures are available in print at school resource centers and online on the district website. Stanly County Schools' employees are kept informed about delivery of AIG services and other updates in several ways. There is an annual AIG presentation for all staff. The AIG teachers/contacts serve as chair for the NDT team at each site to ensure consistent interpretation and application of the AIG forms and guidelines. AIG teachers/contacts discuss instructional services and programs with grade levels, teams, and additional staff. AIG teachers/contacts share an online forum that provides information about the Local AIG Plan, forms, procedures, and other resources to provide consistency across the district.

**\* Practice E**

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

AIG teachers/contacts provide notification of services to instructional staff at the beginning of each year through the DEP meetings and headcount information. Student folders are maintained, and transition from elementary-to-middle

school and middle-to-high school as the student progresses. Powerschool data is updated and reviewed biannually by AIG teachers/contacts for accuracy. AIG teachers/contacts meet annually to transition student documentation (i.e. folders) and address individual student goals and service recommendations at the next level (from elementary-to-middle school). In transitioning from middle-to-high school, AIG teachers/contacts work with the receiving school to make course recommendations and discuss changes in services. All high schools provide a freshman transition experience prior to beginning Grade 9. High school seniors are provided transitional opportunities with informational meetings on FASFA, college preparation, scholarships, and military options.

**\* Practice F**

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

AIG teachers/contacts utilize existing collaborative team structures (PLCs) to discuss student needs with staff. Regular collaboration also occurs between the AIG teacher/contact and school counselors. Through this collaboration, referrals for guidance or additional counseling happen as needed. School counselors are a vital component of the NDT as well as the screening and referral processes. AIG teachers/contacts communicate with parents and classroom teachers about specific needs.

**\* Practice G**

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

**Credit by Demonstrated Mastery** is offered for students who request the opportunity.

1. The "Considerations for Acceleration"(Appendix E) is used to consider a student who demonstrates extraordinary academic ability and is appropriately mature to justify acceleration or early entry. The Considerations for Acceleration should be discussed with the school's Needs Determination Team before a final decision is made. When acceleration occurs & identification is warranted, the AIG specialist develops an Individualized Differentiated Education Plan (IDEP) to address the needs of the student. The Iowa Acceleration Scale is recommended as an instrument to aid in the decision making process.

**Stanly County Schools Gifted Education Program Individual Differentiated Education Plan (IDEP) Form 116**

The purpose of this document is to provide an individual student with an education plan designed to meet the specific educational needs of grade or content acceleration or consultative service within a regular classroom. The IDEP documents the rationale & recommendations for the individual educational needs. The IDEP will be reviewed at the end of the school year for which it is written. Recommendations for service will be made at the time of review. Student



demographic information is provided: student name, student number, school & school year. The student identified in this plan is receiving an Individual Differentiated Education Plan for the following reason: *Check one.*

- Grade or content acceleration (beginning on month/day/year)
  - Consultative service in the regular classroom (beginning on month/day/year)
  - Noted below this, the form reads: Evidence to support the implementation of this plan must be provided. Evidence should include but is not limited to documentation from the classroom teacher and AIG teacher, work samples, and evidence of parent communication regarding the need for the IDEP. The next portion of the form provides quantitative data on the student in the following areas: EOG, Aptitude, Achievement, Report Card, etc. The AIG specialist then fills in the rationale for the IDEP & answers the questions: why is the student receiving an IDEP & what evidence supports the reasons why? The next portion of the form is the recommendations for the implementation of the IDEP & it should answer how the IDEP will be implemented. The Needs Determination Team (principal or designee, classroom teachers, parent, AIG specialist, counselor, & the AIG Director) sign the form and a copy is provided to the parent.
  - Subject Acceleration (Appendix E) A student advances one or more grade levels in a particular subject. An Individualized Differentiated Education Plan (IDEP) may be developed. The following criteria is considered for each candidate: 99th% Reading & Math scores on nationally normed achievement assessment (BOG, EOG, ITBS) 99th% composite score on nationally normed individual aptitude assessment, or superior in the area to be considered (CogAt) K-2: Exceeds expectations on report card in subject under consideration 3-5: 96+ grade average in subject under consideration.
  - Must include: a principal recommendation, teacher recommendation, as well as student and parent/guardian interest
  - Grade Acceleration (Appendix E) Students move ahead one or more years, skipping levels in the normal sequence of promotion. An IDEP must be developed. The following criteria is considered for each candidate:
    - 99th% composite score on nationally normed individual aptitude assessment, or superior in the area to be considered (CogAt)
    - 99th% on Reading and Math scores on achievement assessment (BOG, EOG, ITBS)
    - K-2, Exceeds expectations on report on report card in both reading and math
    - 3-5 96+ grade average in both reading & math
  - Must include: a principal recommendation, teacher recommendation, as well as student and parent/guardian interest.
2. Compacted Math is delivered to all Grades 6-8 math-identified students to prepare students for Math I in Grade 8. Additional content acceleration is delivered on an individual basis, as needed, based on criteria for subject acceleration.
3. Students are given opportunities to attend virtual advanced courses through NCVPS and dual enrollment with Stanly Community College.

4. Stanly County Schools will maintain its support of the guidelines for "Early Admission to Kindergarten" (Appendix F and G; AIG Forms 119 and 120)

**Stanly County Public Schools Early Admission to Kindergarten**

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability & maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include the following: Aptitude, Achievement, Performance, Observable Student Behavior, Motivation to Learn, and Student Interest.

Student Aptitude Indicator: 98th percentile

A child eligible to enter school early shall be precocious in academic and social development and score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet- Fifth Edition, the Wechsler Preschool and Primary Scale of Intelligence - Fourth Edition, and the Differential Ability Scales that shall be administered by an outside licensed psychologist.

Achievement Indicator: 98th percentile

Children entering kindergarten early shall be functioning two-to-three years beyond their peers. Children eligible for early admission to kindergarten shall score at the 98th percentile on both Reading and Math 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, administered by a licensed psychologist or a member of his/her professional staff who is trained in the use of the instrument as long as he/she has no potential conflict of interest in the outcome of the assessment.

Performance Indicator: Student samples of work

The child shall be able to perform tasks well above their age peers. Some indicators the principal may observe are the child's ability in independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parents shall submit a sample of student work showing outstanding examples of ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, etc. For further indication of performance, the principal may instruct a teacher to complete an informal reading assessment.

Observable Student Behavior/Student Interest Indicator: Two letters of recommendation and social development checklist

If a child is to be successful in early admission, he/she should be socially and developmentally mature enough to be in a structured school setting for a full school day. The child should be capable of following verbal instructions and functioning independently within a group. The school system shall require two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or other adults with direct knowledge of the child. Documentation checklists that might be useful are the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

**Motivation/Student Interest Indicator:** Informal interview with the child and structured parent interview  
Principals or his/her designee shall determine this information in an informal interview with the child and in a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

#### *Timelines*

- Ten days prior to the opening of school: Parent submits all required documentation
- Kindergarten orientation days: Child attends for observation.
- Within first 90 days of enrollment: Principal has the right to rescind placement
- Ten days notice to parent: Notification to parent if placement has been rescinded

A parent wishing to submit his/her child for consideration for early admission to kindergarten shall present to the principal of his/her local school the required information within the first ten (10) calendar days prior to the school's instructional year. All testing must be administered after April 16. The principal will act on the request prior to the beginning of the school year. The child would be allowed to attend the kindergarten orientation period (staggered enrollment) for additional observation. If the child is admitted to kindergarten, before the end of the first ninety (90) calendar days of the child being enrolled, the principal may rescind his/her approval based on substantial evidence documenting that the child is not adjusting satisfactorily to the school setting. If the decision is made to remove the child from school, parents must be given at least ten (10) days notice to arrange child care if needed.

**Note:** House Bill 1099 states that it is the responsibility of the principal to find that the child has extraordinary academic ability and has the maturity to justify admission to school and, further, it is the responsibility of the parents/guardians to present information to the principal to support that the child has extraordinary academic ability and is appropriately mature to justify early admission.

#### **\* Practice H**

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

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

CogAt age score percentile rank and local percentile ratings are screened for elementary students receiving the test. Age & local percentiles offer two different avenues of opportunity for placement. Talent Development for second grade (TD2) and Talent Development for third grade (TD3) opportunities will be open to all students regardless of culture, ethnicity, language, and socioeconomic status. There is collaboration with teachers and administrators on testing data in order to ensure the screening & identification of underrepresented populations. DUKE TIP qualifications are screened globally, including those not within the AIG program. The HOPE Teacher Rating Scale is used and designed to help guide teachers in identifying gifted students for programming. It is unique in several ways. First, it is short, with only 11 items that measure academic and social/affective components of giftedness, making it easy to use. Second, it is invariant when used to identify students from low-income and culturally diverse families. Third, it can be used across grade levels, K–12. Finally, local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, a teacher-nomination instrument like the HOPE Teacher Rating Scale is an important component of identification systems. The HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date

**\* Practice I**

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

Students and parents will be informed of local and regional opportunities as they become available. Opportunities include but are not limited to:

- Middle School Math 24 Competition sponsored by Stanly County Schools AIG teachers
- K-8 Robotics Competition
- Science Fair
- Battle of the Books (Grades 3-8)
- STEM camps, Partnership with Pfeiffer University
- Scholastic contest opportunities (math and reading)
- Soil and Water Conservation Essay Contest
- dual enrollment
- Duke TIP
- National Honor Society
- Beta Club
- Credit through Demonstrated Mastery (CDM)
- National Career Technical Honor Society





- National Spanish Society
- advanced online courses
- Summer Ventures
- Quiz Bowl
- internships/job shadowing
- Career Technical student organizations
- competitive events
- mentoring/tutorial opportunities at elementary and middle schools

**\* Ideas for Strengthening the Standard**

- Continue to enhance AIG services for students in Grades 9-12
- Coordinate with Director of Secondary Education to share annual AIG update presentation with high school counselors and staff
- Transition letter needs to be sent with rising Grade 9 students at the end of the year. This document needs to explain the available Grades 9-12 services and the Grades 9-12 DEP.
- Continue to implement a district plan to address social-emotional needs of gifted students
- Ongoing, targeted professional development for AIG teachers/contacts

**Planned Sources of Evidence**

- \* Updated AIG Forms 2022-2025
- \* AIG Night flyer, agenda, sign-in sheets, evaluation forms
- \* Iowa Acceleration Scale
- \* AIG teacher service schedules
- \* AIG teacher/contact collaboration documentation
- \* transition letters
- \* Appendix E, F, G

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#"><u>AIG 108 HOPE Scale Teacher Rating</u></a></li> <li> <a href="#"><u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></a></li> <li> <a href="#"><u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></a></li> <li> <a href="#"><u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></a></li> </ul>

Standard 3: Differentiated Curriculum and Instruction

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

Classroom teachers are expected to differentiate curriculum on a daily basis for gifted students. This is primarily delivered through cluster grouping and flexible small-group instruction. Some students are given content replacement with flexible grouping practices. Teachers are encouraged to utilize the following differentiation strategies for their gifted learners: bingo, choice boards, tic-tac-toe, menus, etc. AIG teachers/contacts also utilize these strategies and encourage participation in the countywide Battle of the Books competition and middle school Math 24 competition. Teachers/contacts additionally utilize: problem- or project-based learning (PBLs), critical thinking tasks, and various online curriculum tools to further differentiate for gifted students. AIG teachers/contacts plan collaboratively with classroom teachers and co-teach when appropriate. A compacted math curriculum is delivered to all Grades 6-8 math-identified students to prepare students for Math I in Grade 8. Content acceleration is delivered on an individual basis as needed, based on criteria for subject acceleration.

**\* 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.

The AIG teachers at the elementary level deliver services primarily through resource and inclusion settings. These services are delivered in the area(s) of identification. The AIG teachers/contacts at the middle school level deliver services through cluster grouping by subject and grade level. Curriculum compacting begins in Grade 6 math to

prepare students for Math I in Grade 8. The high school curriculum in Stanly County Schools is designed to allow students in Grades 9-12 to receive differentiated services through the selection of advanced courses. Identified academically/intellectually gifted (AIG) students should, when appropriate, enroll in advanced courses (ie: Honors, AP, Early College, CCP) in appropriate areas. Students who are identified as academically/intellectually gifted will continue to have their AIG identification at the high school. Counselors, along with students and parents, are expected to consider the schedule each year and maintain an appropriate selection of classes for AIG identified students. AIG identified students should receive consultative service as needed throughout Grades 9-12 with the school counselor and appropriate classroom teachers.

**\* Practice C**

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

The AIG teacher/contact creates or plans activities that address content enrichment opportunities. In addition, AIG teachers/contacts use curriculum supplements or enhancements such as: Jacob's Ladder from the College of William and Mary, PBLs, NCDPI Math Stars/Superstars, Michael Clay Thompson's Caesar's English, Michael Clay Thompson's Building Language, Wordly Wise, Breakoutedu's Break Out Kits, Math Quest by Interact, supplemental differentiated curriculum, and various online resources (i.e. i-Ready, Canvas, Aleks, Mobymax, Prodigy, Zearn, and Commonlit). Content and grade acceleration are available in Grades K-5 on an individual basis. Classroom teachers work in conjunction with the AIG teacher to implement advanced vocabulary activities, reading selections, and compacted curriculum (Grades 6-8). Stanly County Schools uses the NCDPI 4:3 Compacted Model Curriculum for mathematics.

**\* Practice D**

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

Stanly County Schools promotes future-ready skills within our community by incorporating real world applications to learning including: internship opportunities, community service, Teacher Cadet, CNA certification, and many others. Industry certifications and/or credential examples: CNA, OSHA, CISCO, Microsoft, ETA, National Career Readiness. Job shadowing and internship examples include: utilizing Stanly County's local hospital, medical offices, nursing homes, police departments, judicial offices, and many local businesses in manufacturing (Preform Line Products, Michelin). Also used are local restaurants, fast food, and grocery stores as well as local farms and processing plants.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and



inform flexible grouping practices.

Individual schools use local and state benchmark assessments to determine flexible grouping practices and differentiation needs. (i.e. i-Ready, mClass). At the elementary and middle school levels, assessment data is used to put students in enrichment groups. This enables the AIG teachers to further learning by stretching content and providing enrichment. Collaborative planning is implemented to dive into assessment data with teachers, administration, curriculum coaches, and other instructional support staff to address data needs and successes.

**\* Practice F**

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

Currently, Stanly County Schools does not have a districtwide AIG-specific curriculum or instructional practices that address the social and emotional needs of AIG students. School counselors and health teachers at both the elementary and middle school levels address these needs within classes they offer. Elementary AIG teachers have worked collaboratively to create a social-emotional course that addresses the social and emotional needs of the gifted population.

**\* Practice G**

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

Elementary AIG teachers provide Talent Development at Grades 2 (TD2) and 3 (TD3). Teachers utilize the Primary Education Thinking Skills or PETS™ curriculum. PETS is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, and is suitable for Grades K-3. The program aligns to the higher levels of Bloom's Taxonomy. PETS™ helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine. Teachers implement this through teacher discussions in PLCs and other various modes of communication. Teachers also provide regular education teachers with attribute forms that assist teachers in identifying students who would benefit from enrichment instruction for each unit of thinking (convergent, divergent, evaluative, and visual/spatial). Additionally, classroom teachers provide intervention/enrichment for all students. AIG teachers support these grade level efforts by teaching small groups of the targeted students who need additional differentiation when available.

**\* Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of

gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs. AIG teachers work with curriculum coaches and interventionists to provide curriculum and activities for teachers to implement in the classroom. Schools have continuous site team meetings, PLCs, data dives, and work with the school level Exceptional Children's teacher for any twice-exceptional students. Due to the limited scope of our program, we hope to expand our collaboration efforts.

**\* Practice I**

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

Once a student is identified, the AIG teacher/contact creates a Differentiated Education Plan (DEP), AIG Form 114 (Grades K-8) and 115 (Grades 9-12). The purpose of this document is to provide a differentiation plan for an identified Academically/ Intellectually Gifted student in the Stanly County Schools gifted education program. The DEP reflects service delivery options, differentiation & content modification opportunities. A new DEP is completed annually at the beginning of each school year. This document will also provide an annual review of the differentiated service for an identified AIG student & the recommendation for the next grade level. The DEP is reviewed with parents of new placements/referrals to review services & answer curriculum questions. This provides the opportunity to meet annually to discuss the upcoming DEP including services & individualized needs. Annually, the Needs Determination Team (NDT) reviews services reflected on the DEP. The NDT consists of the principal, classroom teacher(s), counselor, and the AIG teacher/contact. Services are reviewed at Grades 5 and 7. AIG teachers/contacts are invited to attend parent conferences and IEP meetings when considering the needs of the twice-exceptional child.

**Stanly County Schools Gifted Education Differentiated Education Plan (DEP) (Form 114 and 115)**

The purpose of this document is to provide a differentiation plan for an identified Academically/ Intellectually Gifted student in the Stanly County Schools gifted education program. The DEP reflects service delivery options, differentiation and content modification opportunities. A new DEP is completed at the beginning of each school year. This document will also provide an annual review of the differentiated service for an identified AIG student & the recommendation for the next grade level.

The AIG teacher/contact will complete the demographic information (student name, grade, school, and school year on the top of the DEP form. It is then noted in the next portion that the student will receive differentiated instruction in the regular classroom as well as differentiated service for the current identification of either reading and/or math. The

following service delivery options are available in math and/or reading and are indicated with a check box: Resource (small-group pull out), Cluster grouping, Inclusion, and Differentiation in regular classroom setting. The following differentiation options are available in math and/or reading and are also indicated with a check box: Advanced reading and vocabulary selections, Advanced comprehension strategies, Project Based Learning, Online Curriculum Tools, Advanced computation, and Advanced problem-solving strategies. Signatures are then obtained by: the principal, classroom teacher, AIG teacher/contact, and the parent.

The bottom portion of this form is the Annual Performance Review and is filled out prior to the end of the year so that it can be sent home with student report cards. It explains the purpose of the review and makes recommendations for their child's AIG placement for the following school year. The following choices are provided for both reading and math depending on the powerschool identification: Continue in current differentiated service option(s), Add the following differentiated service option(s), Develop an Individual Differentiated Education Plan for Consultative Service, Exit from the following differentiated service(s)\*, for Grade 8 only: Continue accelerated courses in Grade 9 in the following areas. If there is an asterisk by the selection, it indicates a change in service and the AIG teacher/contact will contact the parent to schedule a conference. At the bottom of the form, the NDT team signs and dates it.

**\* Ideas for Strengthening the Standard**

- Yearly monitoring with students in Grades 9-12 to promote enrollment in honors/AP courses
- Provide professional development for high school staff
- Continued updates of social and emotional courses for K-12
- Monitor service models (push-in and pull-out) to ensure consistency across the district
- Develop plans for compacted curriculum prior to Math 1 and English 1 in Grade 8
- Consider configurations of AIG teachers to work with the high school counselors and teachers to consistently monitor the schedule and placement in honors and Advanced Placement classes to complete the Grades 9-12 DEP with fidelity

**Planned Sources of Evidence**

\* Updated AIG Forms 2022-2023






\* Appendix E, F, G

\* Iowa Acceleration Scale

\* high school enrollment selections

\* TD2 and TD3 curriculum maps

## Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	<a href="#"> <u>AIG 108 HOPE Scale Teacher Rating</u></a> <a href="#"> <u>AIG 115 DEP 9-12 (2022-2025)</u></a> <a href="#"> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></a> <a href="#"> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></a> <a href="#"> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></a>

Standard 4: Personnel and Professional Development

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 4: Personnel and Professional Development**

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

**\* Practice A**

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

The Stanly County Schools Assistant Superintendent for Curriculum and Instruction and AIG Director holds an AIG license who currently monitors, revises, implements, and develops the local AIG program and plan. The AIG Director: maintains documentation of identification and services, provides leadership at all levels for needs of AIG learners, supports and monitors the AIG teachers/contacts, provides professional development, oversees the screening, referral and identification process across the district, monitors elementary and middle school screening logs, attends professional development opportunities in the region and state, leads monthly AIG team meetings that monitor the local AIG plan, and develops partnerships with community members, local institutions of higher education (Pfeiffer and Stanly Community College), and families. The AIG Director also works closely with the Director of Elementary Education and the Director of Secondary Education.

**\* Practice B**

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

The district employs AIG teachers at the elementary and middle school levels to provide differentiated service to the AIG identified students and provide curriculum support for differentiation to the classroom teachers. At the elementary level, there are three specialists that support eleven elementary schools. There are three teachers that support the traditional middle schools in the district. Currently, we do not have any AIG-specific teachers at the high school level; counselors support AIG students through course registration. The teachers collaborate with the grade level and content

teachers in order to extend the classroom learning and provide additional enrichment activities to challenge AIG learners. AIG teachers also collaborate with school counselors to meet the specific social and emotional needs of AIG students. Monthly AIG meetings provide AIG teachers/contacts the opportunity to collaborate for the purpose of strengthening services and programs to meet the needs of the AIG students.

**\* Practice C**

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

The LEA professional development requirements in the area of AIG focus on the development and ongoing education of the AIG teachers/contacts. The AIG teachers/contacts give an annual update for all Stanly County Schools instructional staff, regardless of their focus, on AIG program updates and services, including identification, screening, and referral procedures. Annually, after the CogAt is completed, data is reported and AIG teachers disseminate the data to the principals and fourth-grade teachers. AIG teachers provide this group with information on how to interpret and utilize the data for all AIG students. At this time, our district does not have professional development modules available for all personnel involved in AIG programs and services. AIG teachers will attend districtwide AIG Team meetings where state level information and professional development will be disseminated.

**\* 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.

Currently there are no local requirements for personnel who provide general education services. There is no process for AIG placement in regular education classrooms to ensure effective service delivery match. However, principals at the elementary and middle school levels are encouraged to cluster AIG students to allow the AIG teacher to collaborate with classroom teachers to offer guidance, support, and curricular suggestions. AIG teachers are encouraged by the AIG Director to attend professional development outside of the district to support best practices, if funding is available at the individual school level.

**\* Practice E**

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

Stanly County Schools has developed a partnership with Pfeiffer University to provide an add-on AIG licensure opportunity to interested teachers, free of charge to teachers. Teachers will complete a one-year, four-course curriculum to be fully licensed in AIG education. The district utilizes Title II funding to support these efforts.

**\* Practice F**

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

AIG teachers are a resource for classroom teachers who have participated in any professional development related to gifted learners. AIG teachers/contacts meet regularly for best practice sharing sessions. Teachers/contacts use early release days/district professional development days to plan, implement, and refine professional development learning. Teachers/contacts provide exemplar lessons to help with differentiation and co-teaching on an as-needed basis. Teachers/contacts reach out to outside guest speakers, attend district professional development meetings, and collaborate with community partners. AIG teachers/contacts share curriculum resources across the district through Google sharing.

**\* Practice G**

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

AIG teachers/contacts collaborate with curriculum coaches and interventionists as much as possible to integrate best practices for gifted learners across all settings and topics. Regular collaboration with the Director of Elementary and Education and the Director of Secondary Education occurs to support the integration of AIG best practices within other district initiatives.

**\* Ideas for Strengthening the Standard**

- provide professional development to classroom teachers on types of giftedness
- increase budget structures to hire additional AIG teachers/contacts for optimal student service and support in the district
- continue to address the social-emotional needs of gifted learners through a program
- increase collaboration with counselors on high school DEPs and services
- develop district professional development opportunities for: regular classroom teachers, school counselors, EC teachers, EL teachers, administrators, and other district staff


- continue district professional development and partnership opportunities for classroom teachers to obtain add-on AIG licensure --- Once a pool of teachers have obtained the add-on AIG licensure, cluster grouping with an AIG licensed teacher can be implemented
- connect the needs of gifted learners with the district SIP goals and align professional development activities accordingly
- AIG teachers/contacts will attend PLC meetings with all classroom teachers who teach the AIG subgroup, at least quarterly
- teachers of AIG students in Grades 9-12 will be presented with the annual AIG update
- continue to seek funding for AIG teachers to attend NCAAGT to stay abreast of best practices in gifted education

**Planned Sources of Evidence**

\* annual AIG Update presentation

\* annual CogAt training

\*

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">2021-2022 AIG Updates</a>



Standard 5: Partnerships

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

The AIG teachers at elementary and middle schools hold conferences with parents annually to update and renew the Differentiated Education Plan (DEP). During these conferences, parents and AIG teachers collaborate to ensure that their child's academic, social, and emotional needs are addressed. Parent and student surveys provide annual feedback on the progress and process of the AIG programs at each elementary and middle school. As an AIG Team, with the support of the AIG Advisory Board, results are reviewed for strengths and weaknesses of the program. AIG teachers provide parents with an annual AIG parent night. The AIG Director collaborates with the district's Family Engagement Coordinator to advertise and invite parents to the parent night through various forms of social media and the district's School Messenger notification service. The K-12 AIG parent night offers parents information regarding their child's academic, social, and emotional needs. AIG teachers are present to answer any questions in regards to their child's needs. Teachers attempt to be present at open house and Title I meetings at the elementary and middle school levels. They are available at that time to meet with families and discuss any academic, social, or emotional needs for their child. Teachers also obtain student information at the beginning of the year so that they can contact parents via phone, text, email, or other various forms of communication about any student needs, concerns, or educational opportunities.

A comprehensive program brochure is shared with stakeholders. The brochure includes a definition of gifted students, when district screening occurs, what data is used in the screening process, where the local plan is on the district website, enrichment opportunities, information on DEPs, and the AIG Director and other contacts' information. The current local AIG plan will be available on the district website. Annual stakeholders' meetings and quarterly advisory board meetings are held and attendees are presented with the local AIG plan, program, and services. Stakeholders are involved in discussions on successes within the program as well as areas for improvement. AIG teachers/contacts review this information annually and assess where improvements need to be made.

**\* Practice B**

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

Elementary and middle school AIG teachers partner with Pfeiffer University, a local institution of higher education, to host our annual Math 24 competition. AIG teachers/contacts reach out to local community organizations (churches, businesses, and a pool of retired teachers) to actively participate in and fund the competition. Elementary and middle school teachers volunteer support for the annual Grades 3-8 Battle of the Books competition. Community partners come together and local churches are utilized for the event. The AIG Director collaborates with Pfeiffer University to disseminate information and opportunities for Pfeiffer STEM Camps to all parents and families. High school counselors communicate Advanced Placement opportunities and advanced course opportunities at the secondary level. Pfeiffer University and Stanly Community College are local institutions of higher learning that are available for partnership.

During May 2022, a cohort of Stanly County Schools' teachers will begin add-on AIG licensure. This opportunity is a partnership with Pfeiffer University and is provided free of charge to participating teachers. The one-year, four-course program fully licenses teachers in AIG education. At the conclusion of the first cohort, it is the district's intention to continue with cohorts of teachers, utilizing Title II funds to offer this opportunity.

**\* Practice C**

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

An AIG Advisory Board is formed each year to help develop, implement, and monitor the AIG program goals. This group meets quarterly to make recommendations to support the program and any improvements. The stakeholder advisory group is representative of the diverse demographics of the district, with members serving on a rotating basis over a three-year term. Stakeholders include, but are not limited to, the following: Grades K-12 teachers, EC teachers,

curriculum coaches, community members, staff members from local institutions of higher education, Grades K-12 parent and family leaders, principals, and Grades K-12 counselors. Stakeholders are involved in discussions on successes within the program as well as areas for improvement. AIG teachers/contacts review this information annually and assess where improvements need to be made. Parent, student, and teacher surveys provide annual feedback for each school program. This data is presented to the AIG teachers/contacts annually to make any program and plan changes.

**\* Practice D**

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

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

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

AIG teachers/contacts obtain student information at the beginning of the year so that they can contact parents and communicate opportunities to students and parents/guardians in regular emails and on the district website. At the high school level, each individual school shares information with students and families about partnerships and opportunities within the community. These may include: mentorships, internships, and job shadowing. The AIG Director collaborates with the district translator to make all forms available in students' native languages. The district translator communicates with AIG teachers/contacts on an individual basis if they are needed for conferences, phone calls, etc.

**\* Ideas for Strengthening the Standard**

- continue partnership with local agencies and institutions of higher education
- maintain a meeting schedule for an AIG Advisory Board to monitor and improve communications with stakeholders.
- update the district website
- continue to partner with the district translator to ensure all forms are in students' native languages

**Planned Sources of Evidence**

\* updated AIG Forms 2022-2025

\* updated AIG brochure

\* parent night agendas and sign-in sheets

\* AIG Advisory Board meeting agendas and sign-in sheets

\* AIG website

\* Math 24 collaboration documentation

\* Pfeiffer University partnership applications

\* emails

## Documents

**Type**

**Document Template**

**Document/Link**

AIG Standard 5 Additional Resources

N/A

 [AIG 114 DEP \(2022-2025\)](#)

 [AIG 115 DEP 9-12 \(2022-2025\)](#)

 [AIG 116 Individual Differentiated Education Plan \(2022-2025\)](#)

 [AIG Add-on Licensure Cohort Application 2021](#)

Standard 6: Program Accountability

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

The AIG plan is written and reviewed by stakeholders and approved by the local board of education.

**\* Practice B**

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

The identification process is monitored by the Needs Determination Team at each school. Parent, student, and teacher surveys provide annual feedback on the progress and process of the AIG program at each elementary and middle school. As an AIG Team, results are reviewed for strengths and weaknesses of the program. Stakeholders are invited to review program goals and progress. The AIG Director performs an audit of new identifications by reviewing each folder for consistency. The AIG Director attend regional and state level meetings, workshops, and collaboration events to ensure that the Stanly County Schools AIG Plan is commiserate with current legislation and policies. AIG teachers/contacts meet on a regular basis for updates on best practices, legalities, and other items pertinent to the AIG plan. Screening logs are maintained and reviewed annually by the AIG Director to monitor trends in identification. Students receive annual progress reports in Grades K-8. This document looks at the student's progress and shows the decision of the Needs Determination Team for that students' future placement (continue services, add services, or change of services). To ensure fidelity in the implementation of the Stanly County Schools AIG Plan, annual surveys are conducted at each school.

**\* 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.

The AIG funds are monitored by the AIG Director, the Assistant Superintendent for Curriculum and Instruction, and the Chief Finance Officer.

**\* Practice D**

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

Data regarding AIG students are analyzed at the district level for reporting at the beginning of year principal's meeting and reviewed throughout the year. Principals disseminate this data at their schools. AIG teachers/contacts meet with the district Director of Testing and Accountability annually to review district data for AIG students. The AIG Team analyzes data annually and shares strengths and weaknesses with appropriate school personnel. Data include: EOG, EOC, SAT, ACT, and other local assessment data.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Annual AIG data is presented by the district Director of Testing and Accountability, reviewed at the district level, and shared with AIG teachers/contacts. Collaboration with the district Director of Testing and Accountability helps identify any disproportionalities evident in the AIG program and evaluate AIG student growth. In an effort to identify underrepresented populations, AIG teachers/contacts use partial composite scores as well as local norms on the CogAt. In addition, teachers/contacts utilize the HOPE Scale to identify underrepresented populations. All students are given the opportunity in Grades 2-3 to participate in the TD2 and TD3 nurturing program regardless of cultural, ethnic, socioeconomic, language barriers, high giftedness, or twice exceptionality.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	6.76%	<5%	<5%	---	8.02%	---	12.59%
<b>Male</b>	---	<5%	<5%	---	5.00%	---	12.70%
<b>Total</b>	6.87%	<5%	<5%	---	6.46%	---	12.65%

**Percent of Total AIG Students Identified as Dual Exceptionality**

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**\* Practice F**

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

At the district level, the AIG Director reviews qualifications to ensure that teachers are highly qualified with AIG add-on licensure. The AIG Director works with appropriate personnel in the Stanly County Schools Human Resources Department to document employees with add-on licensure. Teachers wishing to pursue an AIG licensure first contact their building administrator, who puts them in touch with the AIG Director.

**\* Practice G**

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

AIG stakeholder surveys are utilized throughout the district. The following surveys are shared: Certified Staff, Classroom Teacher, Elementary Student, Secondary Student, and Parent. All survey questions are derived from the AIG Plan-aligned questions provided by NCDPI.

The 2021-2022 surveys totaled 486 responses: Certified Staff = 25, Classroom Teacher = 165, Elementary Student = 77, Secondary Student = 155, and Parent = 64.

**\* Practice H**

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

Annual stakeholder input is collected and reviewed, highlighting the program's successes and challenges of program effectiveness. Stakeholders assist in evaluating the local plan and offer suggestions and practical applications to improve AIG programming. Annual surveys (teacher, parent, student) consist of Likert scale questions that address the current AIG plan and services and its implementation. After stakeholder feedback and annual surveys are completed, AIG teachers/contacts, with the support of the AIG Advisory Board, review and amend the Local AIG Plan, as needed, to meet current legislative or policy updates from NCDPI.

**\* Practice I**

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

The AIG local plan is available on the district website as well as school and teacher websites. Data from the program evaluation is presented at the annual stakeholders meeting and to the AIG Advisory Board. Anonymized data from recent program evaluations will be posted on the district website.

**\* Practice J**

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

Stanly County schools provides the following documentation for informed consent: an annual DEP (AIG Form 114 and 115) or IDEP (AIG Form 116) and progress report (AIG 114); consent to evaluate for non-global screenings (AIG 105); a non-placement letter for students tested but not yet meeting the AIG multiple pathways criteria (AIG Form 118), a consent to exit the AIG program (AIG Form 122), & a consent regarding identification & placement (Consent for Services Form 113).

**Stanly County Schools Gifted Education Program Consent for Evaluation AIG 105**  
*Dear Parent/Guardian,*

*The Needs Determination Team has received a nomination for your child and has determined a need for further*



*evaluation. The use of one or more of the proposed screenings, evaluation(s), or review by qualified personnel at the school will help determine his/her strengths and weaknesses and eligibility for a Differentiated Education Plan. The assessments listed below will be used as necessary. Please allow several weeks for the school AIG teacher/contact to assess your child. If you have any questions or concerns, please email the NDT chairperson.*

Information provided includes: student name, date, school, grade, and child's date of birth. Parents are asked to return the completed form to the NDT Chairperson and it includes the email address of the AIG teacher/contact.

**Areas and Pertinent Information**

Educational: English/Language Arts and/or Math Cognitive Development; Group/Individual Assessments or Achievement Tests

Documentation: Characteristics Checklist, Performance Data, Work Samples Portfolio, Interest Inventory

Intellectual: Group or individual aptitude test

*Parent/Guardian (please check one and sign)*

- 1. Yes, I give permission for my child to be evaluated. Include: Signature, Date, and Relationship*
- 2. No, I do not give permission for my child to be evaluated. Include: Signature, Date, and Relationship*

**Stanly County Schools Gifted Education Program Notification of Needs Determination Team Decision Non-Placement AIG 118**

*Dear Parent/Guardian:*

*As you were previously notified, your child was nominated for review for the Academically/ Intellectually Gifted Education Program. The Needs Determination Team has reviewed the information available on your child and has determined that placement for Gifted Education Program services is not recommended at this time. We will continue to monitor academic progress and watch test scores each year to see if further consideration is warranted. Please contact me if you have questions or concerns about the committee's decision.*

*Sincerely*

*Needs Determination Team Chairperson Signature and Date  
School, School Phone number is provided, School Email is provided*

*Scores: Aptitude Test (CogAt)  
Verbal score:*

Quantitative score:  
Composite score:  
Abilities Test (IOWA, BOG, EOG, EOC)  
Reading:  
Math:

**Stanly County Schools Gifted Education Program Parental Consent to Exit AIG Program AIG 122**

Student Name, Grade Level, and School are completed. Parents/Guardians are asked to read the following statements, initial, and sign:

1. I am requesting that my child no longer receive any services from the Academically and Intellectually Gifted Program for Stanly County Schools.
2. I understand that my child still qualifies for SCS AIG services.
3. I understand that if I want my child to receive services from the AIG Program again, they must be completely reevaluated to see if they qualify.

At the bottom of the form, parent/guardian, AIG teacher/contact, and principal are asked to sign and date the form.

**Stanly County Schools Gifted Education Program Consent for Services AIG 113**

Complete the following identifying information: Student Name, Date, School, Grade, and Child's Date of Birth. The Needs Determination Team has reviewed the information available on your child and has recommended an appropriate Differentiated Education Plan (DEP) be created. Signing this form allows the AIG teacher/contact to work with your child in the identification area checked below.

Powerschool Identification:

- AR- Academically Gifted Reading
- AM- Academically Gifted Math Only
- AG- Academically Gifted Reading and Math
- AIG Academically and Intellectually Gifted
- IG Intellectually Gifted (Consultative Services)
- Other Parent/Guardian (please check one and sign)

1. I agree with the NDT placement decision and creation of my child's DEP. I agree to allow my child to work with the AIG teacher/contact.
2. I do not agree with the NDT placement decision and creation of my child's DEP. I do not allow my child to work with

the AIG teacher/contact.

Signatures of the parent/guardian and AIG teacher/contact are then obtained.

### **Stanly County Schools Gifted Education Program Transfer Procedures for SCS**

Transfers from out of state are evaluated based on the initial referral process. Transfers from out of county (within NC) are honored for one academic year or the remainder of that year (including military compact students- Appendix H). Students are then re-evaluated at the end of the school year to determine if the local requirements are met. The most current data is used to reevaluate student placement. If Stanly County Schools requirements are met, the student continues to receive services through the AIG program. If Stanly County Schools requirements are not met, the student will be exited from the program.

### **Stanly County Schools Gifted Education Program Reassessment Guidelines AIG Form 117**

Students are reassessed and services are evaluated at fifth and seventh grades. Review includes data from: Achievement tests, Aptitude Tests, Classroom performance, and NDT team documentation.

### **Stanly County Schools Gifted Education Program Grievance Policy**

The district grievance policy is available for all students and is linked on the district website.

### **Procedures to Resolve Disagreements Regarding Academically/Intellectually Gifted Eligibility Determination and Service Decisions**

#### *Step I. Appeal to the School Needs Determination Team*

- A. The parent/guardian may request a conference with the Needs Determination Team at the child's school. This request must be made in writing. The Needs Determination Team should be given ample opportunity (10 days) to convene all members for a conference.
- B. At this conference, the individual student profile will be examined & discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation.
- C. Following the conference, the Needs Determination Team will respond to the parent's concerns in writing within 10 days.

#### *Step II. Appeal to the Building Level Principal*

- A. The parent/guardian may appeal the decision of the Needs Determination Team to the building level principal. This should be done in writing within 10 days of receiving the decision from the Needs Determination Team. The principal

shall schedule the conference within 10 days of receiving the written request.

B. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Needs Determination Team, or the parents. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from all those present.

C. The principal shall respond to the concern in writing within 10 days of the conference.

***Step III. Appeal to the Academically and Intellectually Gifted Education Director***

A. The parent/guardian may appeal the decision of the building level principal to the Academically and Intellectually Gifted Education Director. This should be done in writing within 10 days of receiving the decision from the building level principal. Please submit this appeal to the following address: Academically and Intellectually Gifted Education Director: Stanly County Schools 1000-4 North First Street, Albemarle, NC 28001.

B. The conference shall be scheduled within 10 days of receipt of the request.

C. The Academically and Intellectually Gifted Education Director will review the concern. During the conference with the parent/guardian, she may request further information from the child's teacher, the Needs Determination Team, the parent/guardian, and/or the principal. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.

D. The Academically and Intellectually Gifted Education Director shall respond to the concern in writing within 10 days of the conference.

***Step IV. Appeal to the Superintendent***

A. The parent/guardian may appeal the decision of the Academically and Intellectually Gifted Education Director to the Superintendent in writing within 10 days of receiving the decision.

B. Please submit this appeal to the following address: Superintendent Stanly County Schools, 1000-4 North First Street, Albemarle, NC 28001.

C. The conference shall be scheduled within 10 days of receipt of the request.

D. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Needs Determination Team, the parents, the principal, and/or the Academically and Intellectually Gifted Education Director. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.

E. The Superintendent shall respond to the concern in writing within 10 days of the conference. At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.

***Step V. Appeal to the Local Board of Education***

A. The parent/guardian may appeal the decision of the Superintendent to the local Board of Education in writing

within 10 days of receiving the decision.

B. Please submit this appeal to the following address: Stanly County Board of Education, Stanly County Schools, 1000-4 North First Street, Albemarle, NC 28001.

C. This request must be made the Monday prior to the next scheduled board meeting in order for the appeal to be placed on the agenda.

D. The Board will review the concern. The Board may request further information from the child's teacher, the Needs Determination Team, the parents, the principal, the Academically and Intellectually Gifted Education Director, and the Superintendent. Minutes are recorded on the Needs Determination Team minutes form and signatures are obtained from those present.

E. The Board shall make a final decision in writing within 30 days of the receipt of the written complaint.

#### *Step VI. State Level Grievance Procedure*


A. Once all efforts have been exhausted within the system, the parent/guardian may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the North Carolina General Statutes. According to the law, "The scope of the hearing shall be limited to:

1. Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
2. whether the local plan developed under G.S. 115C-150.5-8 has been implemented appropriately with regard to the child."

B. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. According to the law, "The scope of the hearing shall be limited to:

1. Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or
2. whether the local plan developed under G.S. 115C-150.5-8 has been implemented appropriately with regard to the child."

C. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Legal fees are the responsibility of the parents.


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

**\* Ideas for Strengthening the Standard**

- create and distribute a district fact sheet on the evaluation and implementation of the AIG plan; include fact sheet with the plan for BOE
- use survey feedback to write an executive summary to disseminate to parents
- create an AIG parent, student, teacher handbook with defined and specific procedures for screening, referral, identification and placement, reassessment, transfers, and procedures for solving disagreements

**Planned Sources of Evidence**

- \* updated AIG Forms 2022-2025
- \* Appendix B, H
- \* annual surveys
- \* annual progress reports
- \* district website
- \* AIG Advisory Board agendas and sign-in sheets
- \* Local BOE approval document

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <a href="#">AIG 105 Consent to Evaluate (2022-2025)</a>

Local Board of Education Approval



**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

05/03/2022 

Original Application Submission Date: 05/09/2022

**Documents**












Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Stanly County Schools Local AIG Plan 2022-2025 BOE Approval</u>

AIG Related Documents

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**



Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<a href="#">Local Board of Education Approval Template</a>	<a href="#">Stanly County Schools Local AIG Plan 2022-2025 BOE Approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	<a href="#">AIG Glossary of Terms</a>
AIG Standard 1 Additional Resources	N/A	<a href="#">AIG 100 Pathways K-2 (2022-2025)</a> <a href="#">AIG 101 Pathways 3-12 (2022-2025)</a> <a href="#">AIG 103 Parent Nomination and Referral Form (2022-2025)</a> <a href="#">AIG 105 Consent to Evaluate (2022-2025)</a> <a href="#">AIG 107 Iowa Assessment Score Report (2022-2025)</a>




















-  [AIG 111 K-2 Summative Referral Form for AIG Specialist \(2022-2025\)](#)
-  [AIG 112 K-2 Performance Data for Teachers \(2022-2025\)](#)
-  [AIG 114 DEP \(2022-2025\)](#)
-  [AIG 115 DEP 9-12 \(2022-2025\)](#)
-  [AIG 116 Individual Differentiated Education Plan \(2022-2025\)](#)
-  [AIG 118 Non Placement Notice \(2022-2025\)](#)
-  [AIG 129 Student Screening and Referral Form K-2 \(2022-2025\)](#)
-  [AIG 106 TOPS Form](#)
-  [AIG 108 HOPE Scale Teacher Rating](#)
-  [AIG 131 CogAt Score Report](#)
-  [2021-2022 AIG Updates](#)

N/A

AIG Standard 2 Additional Resources

-  [AIG 108 HOPE Scale Teacher Rating](#)
-  [AIG 116 Individual Differentiated Education Plan \(2022-2025\)](#)

<p><a href="#"> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></a></p>		<p><a href="#"> <u>AIG 108 HOPE Scale Teacher Rating</u></a></p> <p><a href="#"> <u>AIG 115 DEP 9-12 (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 119 Early Entrance to K Documentation Form (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 120 Early Entrance Application for Parents (2022-2025)</u></a></p>
<p><a href="#"> <u>2021-2022 AIG Updates</u></a></p>	<p>N/A</p>	<p><a href="#"> <u>AIG 114 DEP (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 115 DEP 9-12 (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></a></p>
<p><a href="#"> <u>2021-2022 AIG Updates</u></a></p>	<p>N/A</p>	<p><a href="#"> <u>AIG 114 DEP (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 115 DEP 9-12 (2022-2025)</u></a></p> <p><a href="#"> <u>AIG 116 Individual Differentiated Education Plan (2022-2025)</u></a></p>

 <u>AIG Add-on Licensure Cohort Application 2021</u>		
 <u>AIG 105 Consent to Evaluate (2022-2025)</u>	N/A	

Glossary

**Stanly County Schools (840) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">AIG Glossary of Terms</a>