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

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

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

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

Stanly County Schools Vision for local AIG program: 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 K through grade 12 AIG Program that ensures continuity of objectives & curriculum in the NC Standard Course of Study.
- Provide academically & intellectually gifted students access to a support system which meets their social, emotional and academic needs.
- Identify, support & serve academically & intellectually gifted students from diverse populations.
- Provide academically & intellectually gifted students with differentiated curriculum that includes enrichment, acceleration & rigor, which will replace & extend portions of established curricula.
- Provide a nurturing environment for students that encourages problem solving, critical thinking, innovation & affective education.
- Provide academically & intellectually gifted students with resources & experiences that go beyond the structures of the school.

Sources of funding for local AIG program (as of 2019)
<table>
<thead>
<tr>
<th>State Funding</th>
<th>Local Funding</th>
<th>Grant Funding</th>
<th>Other Funding</th>
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Standard 1: Student Identification

Standard 2: Comprehensive Programming within a Total School Community

Standard 3: Differentiated Curriculum and Instruction

Standard 4: Personnel and Professional Development

Standard 5: Partnerships

Standard 6: Program Accountability
Standard 1: Student Identification

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

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

District Response: Screening is the process of gathering quantitative data concerning the aptitude, achievement, & performance of a student to use during an AIG referral. SCS AIG program performs screening in order to identify possible candidates for referral & placement. The screening process encompasses all genders, races, socioeconomic statuses, & ability levels to ensure that we are intentionally gathering data for all students, including underrepresented populations. Universal screening & identification for the AIG Program starts in the 3rd grade with the BOG/EOG scores. An additional universal screening is done with the nationally normed assessment, Cognitive Abilities Test (CogAt), at grade 4. Annual screenings are done in grades 3-8 based on Reading & Math EOG data. K-2 screenings are based on mClass assessment data & local math benchmark data. Referral is the process of using the screening data, typical and atypical qualitative data such as rubrics & portfolios to build a comprehensive learner profile. Then using that profile the school level Needs Determination Team (NDT) determines whether or not the student qualifies for AIG identification. The SCS 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 program. The goal of a referral is to collect a comprehensive learner profile to determine if placement in the AIG program is needed. All referrals are directed to the AIG specialist at the child’s school. Referrals for the AIG program do not ensure testing and/or identification. Referral processes are available across the K-12 spectrum.

Referral by Parent/Community Member: Referrals can be complete by the parent/guardian or a community member who knows the student. In order to complete a referral, parents must complete the Parent Referral Form (AIG 103) & contact the student’s teachers & the AIG specialist to begin the process for evaluation.

Parent Referral Process: The parent referral form (AIG 103) is used by a parent or other community member to refer a student for evaluation. On this form, parents 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 column, parents are expected to provide examples from their child’s life. Parents are given a contact & return 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 column, write 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 & little supervision.
4. My child sets high personal goals & 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 him-/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 SCS employees (teachers or other support personnel) through contact with the AIG specialist. Staff will complete the referral process for the student's grade level.

K-2 Referral Process: Teachers first contact the AIG specialist at the school. Then, the AIG specialist will provide the teacher with several forms to complete (AIG 108 SCS Hope Scale, AIG 109 SCS AIG Student Portfolio Submission Form, AIG 112 AIG Guidelines For Assessing Reading and Mathematics Performance In Grades K-2) Teachers are also given a copy of the TOPS (Teacher's Observation of Potential in Students) Individual student observation form rubric to collect over the course of 3-6 weeks. Once this information is collected and evaluated by the specialist, a decision is made by the school level NDT to watch & wait and/or collect more data on the student or to proceed with testing on the CogAt. The IOWA nationally normed assessment is also used for K-2 referrals.

AIG 108 Hope Scale
The HOPE Teacher Rating Scale is used and designed 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, & 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 109 SCS AIG Student Portfolio Submission Form
On this form, teachers are asked to provide identifying information & rationale for the portfolio. Portfolios may be used for any student being considered for AIG differentiation, but must be used when alternate assessment is needed. The AIG portfolio should reflect EVIDENCE of the characteristic of general intellectual giftedness above & beyond what their grades and test scores show. Use the following list as a guide, but include any work products you deem appropriate. Include this form with the submitted student portfolio. Also please be prepared to discuss at the NDT meeting how these samples provide evidence of giftedness & how you are already differentiating for this student in the classroom. A list of characteristics the evidence should show (in the form of questions) has also been included on this form as a guide for you when selecting samples.
- Build the portfolio to reflect a collection of the student's best work. Focus on the student's strengths, not deficits.
- Include out-of-school efforts that may show certain abilities and interests.
- Review the parent nomination form for assistance in portfolio evidence the parent may wish to submit, if applicable.
- Include open-ended assignments, especially those that show in-depth thinking. Tests & assignments that only require a short answer, such as a computation problem, multiple choice, fill in the blank, or anything with one specific answer, do not show thinking ability and should be avoided.
Mark each portfolio piece with the date it was developed or written. For each area being considered, check documentation included in the portfolio.

Reading portfolio:
- Evidence of advanced vocabulary in daily speaking & writing in unassisted writing
- Use of figurative language in written expression (powerful language) in unassisted writing
- Communication skills (public speaking, debating, web page, newsletter)
- Evidence of independent, advanced reading & comprehension done in class
- Investigative research; summarization; synthesis skills
- Diagnostic reading assessment (two years above grade level)
- Teacher anecdotal documentation of things the student does that makes them stand out among their peers.
- Annotated texts (ex. Comprehension toolkit activities) that show deep reflection on what they read
- Compare & Contrast activities that show deep thinking rather than surface level answers

Math portfolio:
- Problem-solving & reasoning ability; effective, inventive strategies for solving problems
- Logical approaches to figuring out solutions; inductive & deductive reasoning; mathematical discovery
- Process for solving multi-step problems; math or situational problem solving; ability to communicate how the solution was found using math vocabulary
- Data collection & analysis
- Written expression using math concepts (math stories & word problems written by student)
- Teacher anecdotal documentation of things the student does that makes them stand out among their peers.

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, & 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 reading levels using the mClass Guided Reading leveled books.
2. Attach a copy of the Text Reading Comprehension (TRC) report.
3. Attach a copy of the student's TRC written comprehension.
4. Attach a copy of the student's most recent report card.
Include: the date, grading period, reading level, percent accuracy, & written comprehension level
mClass Levels:
- Kindergarten: BOY- level F & MOY-level H+;
- First: BOY-level J & MOY-level L+;
- Second: BOY-level N & MOY-level O+.
Information for Needs Determination Team:
- Pathway 2 criteria: 95%+ accuracy, written & oral comprehension score 2 of 3
- Pathway 3 criteria: 95%+ accuracy, written & oral comprehension score 3 of 3
- A TRC must be completed on the level designated on the chart for each grading period of nomination (ex: if you nominate a child at the end of the 2nd 9 weeks, 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, & (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 3-6 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 specialist at the school. Then, the AIG specialist will provide the teacher with several forms to complete (AIG 108 & AIG 109). The AIG specialist then will obtain a copy of the student's report card & testing history (including EOG and CogAt scores). However, if these data points are not available for the student, we consider other state & nationally normed assessments (i.e. ITBS, State Achievement tests). Additional local & 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.

District Response:
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 98 percentile or higher on IOWA (reading
and math), class performance/portfolio and TOPS form.
AG: achievement >90 and class performance criteria met, class performance/portfolio for both reading and math, >90 aptitude on both reading and math, and TOPS form.
AR: aptitude >90 on reading, achievement >98 and class performance or portfolio, and TOPS form.
AM: aptitude >90 on math, achievement >98 and class performance/portfolio, and TOPS form.

Identification for 3-12
AIG: 98th or higher percentile on aptitude (Composite), >90 percentile achievement, class performance/portfolio, and Hope Scale
AG: achievement >90 and class performance, portfolio for both reading and math, >90 aptitude on both reading and math, and Hope Scale
AR: aptitude >90 on reading, achievement >90 and class performance/portfolio, and Hope Scale
AM: aptitude >90 on math, achievement >90 and class performance or portfolio, and Hope Scale
IG: 98th or higher percentile on aptitude (Composite), does not qualify on classroom achievement, and Hope Scale

Identification K-2
To be identified in K-2, students must have the following data collected:
Nomination completed by Parent 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, and Portfolio.

Identification 3-12
To be identified in 3-12, students must have the following data collected: Nomination by: Parent, Teacher, or universal screening, 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.

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

District Response:
SCS will provide multiple pathways that provide opportunities for underrepresented populations to ensure equitable access through use of nonverbal scores, portfolio, and teacher observations using the Hope Scale. AIG Specialists will collaborate with support personnel including teachers, EL teachers, and EC teachers to ensure the underrepresented population is not overlooked. AIG specialists will review subgroup data from EOG/EOC/NCFE, EVAAS, and local benchmark data annually to develop screening procedures for underrepresented populations. Elementary AIG specialists will provide nurturing services through the TD2 (Talent Development for second grade) and TD3 (Talent Development for third grade) program to ensure underrepresented students are considered and discussed as potentials for referral into the AIG program.
**Practice D**
Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Requirements for qualification are consistent across the SCS system. Each AIG specialist documents any student that they screen on a digital screening log (AIG 102) that is monitored by the lead specialists and/or the AIG director. 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 that are entered into this log are: last name, first name, grade level, gender, ethnicity, placement (reading and/or math), date of NDT decision, Aptitude scores (CogAt), Achievement scores (BOG, EOG, IOWA), Grades, portfolio/Hope Scale completed, mClass levels, and a notes section. Student folders are maintained and transition from elementary to middle and middle to high as the student progresses. Student folders contain all AIG documentation that is obtained through the screening and referral process. The lead specialist and/or 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 done by the lead specialist and/or 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.

**District Response:** Information about procedures regarding screening, referral and identification are available online and through each school’s AIG specialist. Modes of communication include: informational brochures, website access to documents, an annual AIG update slideshow for staff, annual stakeholder meetings, parent email lists, parent conferences, as well as specialist 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.

**District Response:** Student folders are created upon referral and contain placement qualification data. These folders are maintained by the AIG specialists and transition from elementary to middle and middle to high as the student progresses. If the student leaves SCS, the folder still follows their class to the appropriate level. PowerSchool data is updated and reviewed biannually by AIG specialists for accuracy. Specialists 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 specialist contacts 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/Lead Specialist will monitor AIG folders to ensure that all LEA procedures for maintaining documentation and student records is being completed. This includes maintaining/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 specialist 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 Test- BOG, EOG, ITBS)

Ideas for Strengthen the Standard: - Get training on and begin implementation of the HOPE scale in the 2019-2020 school year
- Update the SCS AIG website
- Work on 9-12 screening logs, 9-12 DEP's, and 9-12 AIG Services
- Collaborate with the testing administrator and the data administrator at the county level to conduct more data dives for AIG students to make sure we are addressing the needs of the underrepresented population
- Update Appendix C

Sources of Evidence: *Updated Forms for the Stanly County AIG program.
- AIG 100 Multiple Pathways K-2
- AIG 101 Multiple Pathways 3-12
- AIG 102 AIG Screening Log
- AIG 103 Parent Nomination for Screening and Referral Form
- AIG 105 Consent for Evaluation
- AIG 106 CogAt Score Report
- AIG 107 IOWA Score Report
- AIG 108 Hope Scale
- AIG 109 Student Portfolio Submission Form
- AIG 110 Portfolio Data Checklist
- AIG 111 K-2 Summative Referral Form for AIG Specialist
- AIG 112 Guidelines for assessing Reading/Mathematics Performance in K-2
- AIG 113 Consent for Services
- AIG 114 DEP K-8
- AIG 115 DEP 9-12
- AIG 116 IDEP
- AIG 118 Non placement Letter
- AIG 129 Student Screening and Referral Document
- AIG 131 U-Stars Plus TOPS Form
*Annual AIG presentation.
Standard 2: Comprehensive Programming within a Total School Community

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

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

District Response:
K-5
Programming for gifted learners in the elementary school provides a full continuum of services for 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 specialists to enhance, enrich, and nurture our young learners.

6-8
Programming for gifted learners in the middle school is delivered through advanced reading and math classes. AIG specialists 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 subject/grade acceleration is available as needed.

9-12
High school students 9-12 have the opportunity to enroll in Honors and AP classes. Other local programs in development that provide opportunities for high schoolers include but are not limited to: IB, AP, Career/College Promise, Stanly Early College, etc.

AP: All four traditional high schools offer AP courses either seated or through a telepresence with a live teacher.

AP Capstone opportunity will be available beginning in the 2019-2020 school year through South Stanly High School (SSHS). (2 of the AP capstone courses must be taken through SSHS - others may be taken in one of the four traditional schools). AP Capstone™ is a diploma program based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. Program Details: Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they are taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.
Over the course of the two-year program, students are required to: Analyze topics through multiple lenses to construct meaning or gain understanding, plan and conduct a study or investigation, propose solutions to real-world problems, plan and produce communication in various forms, collaborate to solve a problem, integrate, synthesize, and make cross-curricular connections.

IB: The IB diploma program is available at North Stanly High School (NSHS) - this program must be completed at the school location. This opportunity will be available beginning in the 2019-2020 school year. The International Baccalaureate® (IB) Diploma Program (DP) is an assessed program for students aged 16 to 19. It is respected by leading universities across the globe.

STEAM- Science, Technology, Engineering, Arts, and Mathematics is offered at West Stanly High School. It is an integrated educational approach to learning that uses Science, Technology, Engineering, Arts, and Mathematics. STEAM helps students become 21st century learners by teaching them how to:
- Ask questions
- Problem Solve
- Think creatively
- Be Innovative
- Collaboration

Early Colleges

1. Stanly Community College Early College- is a public High School, students are offered free tuition to earn an Associate Degree or Certification, it is part of the NC Cooperative Innovative High Schools, serves students in grades 9-13. Internships and Job Shadowing Opportunities are offered at Atrium Stanly for students.

2. Albemarle High School (AHS) Early College- Parenting & Child Development, Health Team Relations, Biomedical, Technology I & II, and Health Science I & II. In the Spring of 2019 a Public Safety Course and Teacher Cadet course are being offered. In the Fall of 2019 Firefighting I & II and an HVAC course are being offered to students.

College and Career Promise
Through Career & 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; 7 Career and Technical pathways allow 9th and 10th grade enrollment if the student meets eligibility requirements. Students must meet eligibility requirements for all pathways.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.
District Response:
AIG specialists 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 specialists participate and document involvement in PLC meetings. A former and current focus on twice-exceptional students including professional development in conjunction with the LEA Special Education department is ongoing and developing. AIG specialists communicate across the system by keeping an inventory of available AIG resources that can be shared amongst schools as well as other available resources and programs.

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

District Response: 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 the EOG for mathematics are placed in the advanced classes when available regardless of identification. TD2/TD3 opportunities provide flexible grouping for 2nd and 3rd grade. The skill focus will change throughout the year and different students will have the opportunity for nurturing based on their skill set.

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

District Response: At the beginning of each new school year, the lead AIG specialist prepares an annual update presentation for principals that is shared at the district principals meeting. Once principals have seen the presentation, 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 county website. Staff and other SCS 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 specialist serves as chair for the NDT team at each site to ensure consistent interpretation and application of the AIG forms and guidelines. AIG specialists discuss instructional services and programs with grade levels, teams, and additional staff. AIG specialists share an online forum that provides information about the local AIG plan, forms, procedures, and other resources to provide consistency across the system.
Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response:
AIG specialists 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 and middle to high as the student progresses. PowerSchool data is updated and reviewed biannually by AIG specialists for accuracy. AIG specialists 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). In transitioning from middle to high, AIG specialists 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 9th grade (varies from school to school). High School seniors are provided "transitional" opportunities with informational meetings on FASFA, college preparation, scholarships, and military options.

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

District Response: AIG specialists utilize existing collaborative team structures (PLCs) to discuss student needs with staff. Regular collaboration also occurs between the AIG specialist and school counselors. Through this collaboration, referrals for guidance or additional counseling happen as needed. Guidance counselors are a vital component of the NDT team as well as the screening and referral process. AIG specialist communicate with parents about specific needs and communicate information to classroom teachers as needed.

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

District Response: Credit by Demonstrated Mastery is offered for students who request the opportunity.
1. The "Considerations for Acceleration"(Appendix E) will be used to consider a student who demonstrates extraordinary academic ability & 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 it says: 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 specialist, 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 DEP & 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 & 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 & Math scores on achievement assessment (BOG, EOG, ITBS)
K-2, Exceeds expectations 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 & parent/guardian interest.

2. Compacted Math—delivered to all 6-8 math identified students to prepare students for Math I in the 8th grade. Additional content acceleration is delivered an individual basis as needed based on criteria for subject acceleration.
3. Students are given opportunities to attend virtual advanced courses through NCVPS & 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, & Student Interest.

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

Achievement Indicator: 98th%
Children entering kindergarten early shall be functioning 2 to 3 years beyond their peers. Children eligible for early admission to kindergarten shall score at the 98th percentile on both Reading & 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, & 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: 2 letters of recommendation & Social development checklist
If a child is to be successful in early admission, he/she should be socially & developmentally mature enough to be in a structured school setting for a full school day. The child should be capable of following verbal instructions & functioning independently within a group. The school system shall require two recommendation letters with specific documentation of physical & 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 & Structured parent interview
Principals or his/her designee shall determine this information in an informal interview with the child & in a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new & challenging learning situations.

Timelines
10 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 right to rescind placement
10 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’s 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**

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

**District Response:** CogAt age score percentile rank & 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 2nd grade (TD2) & Talent Development for 3rd grade (TD3) opportunities will be open to all students regardless of culture, ethnicity, language, & socioeconomic status. There is collaboration with teachers & 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**

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

**District Response:** Students & parents will be informed of local & regional opportunities as they become available. Opportunities include but are not limited to:
-Middle School Math 24 Competition sponsored by SCS AIG specialists
- K-8 Robotics Competition
- Science Fair
- Battle of the Books 3rd-8th grade
- Partnership with Pfeiffer University-STEM camps
- Scholastic Contest opportunities (math/reading)
- Soil & 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
- Quizbowl
- Internships/Job shadowing
- Career Technical Student Organizations-competitive events
- Mentoring/Tutorial opportunities at Elementary or Middle Schools

**Ideas for Strengthen the Standard:** - Continue to work on 9-12 services for AIG students.
- Annual AIG slideshow needs to be shared with high school guidance counselors and staff.
- Transition letter needs to be sent with rising 9th graders at the end of the year. This document needs to explain 9-12 services and the 9-12 DEP.
- The SCS lead AIG specialist and AIG Director would like to develop some partnerships to create a district plan to address social/emotional needs of our gifted students.
- Ongoing Professional Development for AIG specialists

**Sources of Evidence:** *Middle and High School AIG night flyer, collaborative slideshow, agenda, sign in sheets, and evaluation forms.
*AIG 108 HOPE Scale
*AIG 116 IDEP
*AIG 119 Early Entrance into Kindergarten Form
*AIG 120 Early Entrance Application
*Appendix E Considerations for Early Entrance or Acceleration
*Appendix F Early Entrance into Kindergarten Information
*Appendix G Grade Acceleration Guidelines
*IOWA Acceleration Scale
*Service Schedules for each AIG specialist
*Collaboration and support documentation from middle school AIG specialists
*Transition letters
Standard 3: Differentiated Curriculum and Instruction

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

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

District Response: Classroom teachers are expected to differentiate curriculum on a daily basis for gifted students. This is primarily delivered through cluster grouping & 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 specialists also utilize these strategies & encourage participation in the countywide battle of the books competition & middle school Math 24 competition. Specialists additionally utilize: PBLs, critical thinking tasks, & various online curriculum tools to further differentiate for gifted students. AIG specialists plan collaboratively with classroom teachers, & co teach when appropriate. Compacted Math is delivered to all 6-8 math identified students to prepare students for Math I in the 8th grade. 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.

District Response: The AIG specialists at the elementary level deliver services mainly through resource & inclusion settings. These services are delivered in the area(s) of identification. The AIG specialists at the middle school level deliver services through cluster grouping by subject & grade level. Curriculum compacting begins in 6th grade math to prepare students for Math I in the 8th grade. 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, IB, 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 & parents, are expected to consider the schedule each year & maintain an appropriate selection of classes for AIG identified students. AIG identified students should receive consultative service as needed during grades 9-12 with the school counselor and appropriate classroom teachers.
Practice C
Incorporates a variety of evidence-based resources that enhance student learning.

District Response: The AIG specialist creates or plans activities that address content enrichment opportunities. In addition, AIG specialists use curriculum supplements/enhancements such as: Jacob’s Ladder from the College of William & Mary, PBLs (Project Based Learning), the Comprehension Toolkit, DPI's 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, & various online resources (i.e. iReady, Canvas, Aleks, Mobymax, Prodigy, Zearn, & Commonlit). Subject & grade acceleration are available in K-5 on an individual basis. Classroom teachers work in conjunction with the AIG specialist to implement advanced vocabulary activities, reading selections, & compacted curriculum (6-8). SCS 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, and leadership.

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

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

District Response: Individual schools use local/state benchmark assessments to determine flexible grouping practices & differentiation needs. (i.e. iReady, NC Check Ins, mClass). At the elementary & middle levels, assessment data is used to put students in enrichment groups. This enables the AIG specialist to then further learning by stretching content & providing enrichment. Collaborative planning is done to dive into assessment data with teachers, administration, curriculum coaches, & other instructional support staff to address data needs & successes.

Practice F
Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.
District Response: Currently we do not have a districtwide curriculum & instructional practices that address the social & emotional needs of AIG students. The AIG Lead specialist is working on collaborating with local partners to create a comprehensive district program that addresses the social & emotional needs of the gifted population. We would like to design units of study to address age appropriate social & emotional issues at each level.

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

District Response: Elementary AIG specialists provide Talent Development at grades 2 (TD2) and 3 (TD3). Specialists utilize the Primary Education Thinking Skills or PETS™ curriculum. PETS is a systematized enrichment & diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, & 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, & offers opportunities for learners with different strengths to shine. Specialists implement this through teacher discussions in PLC’s and other various modes of communication. Specialists 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 specialists 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 through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

District Response: AIG Specialists work with curriculum & instruction specialists to provide curriculum & activities for teachers to implement in the classroom. Schools have continuous site team meetings, PLCs, data dives, & 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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: Once a student is identified, the AIG specialist creates a Differentiated Education
Plan (DEP), AIG Form 114 (K-8) and 115 (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 teachers, counselor, & the AIG specialist. Services are reviewed at grades 5 and 7. AIG specialists are invited to attend parent conferences & 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 specialist will complete the demographic information (student name, grade, school, & 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 & 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 & are also indicated with a check box: Advanced reading & vocabulary selections, Advanced comprehension strategies, Project Based Learning, Online Curriculum Tools, Advanced computation, & Advanced problem solving strategies. Signatures are then obtained by: the principal, classroom teacher, AIG specialist, & 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 & makes recommendations for their child’s AIG placement for the following school year. The following choices are provided for both reading & 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 & the AIG specialist will contact the parent to schedule a conference. At the bottom of the form, the NDT team signs & dates it.

**Ideas for Strengthen the Standard:**
- Yearly monitoring with 9-12 students to promote enrollment in honors/AP
- Provide Professional Development for high school staff.
- Creation of a social and emotional curriculum 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 8th grade.
Consider configurations of AIG specialists to work with the high school counselors and teachers to consistently monitor the schedule and placement in honors and advanced placement classes and complete the 9-12 DEP with fidelity.

**Sources of Evidence:**
* AIG 108 Hope Scale
* AIG 114 DEP K-8
* AIG 115 DEP 9-12
* AIG 119 Early Entrance into Kindergarten Documentation Form
* AIG 120 Early Entrance into Kindergarten Application for parents
* Appendix E Considerations for Early Entrance or Acceleration
* Appendix F Early Entrance into Kindergarten Information
* Appendix G Grade Acceleration Guidelines
* IOWA Acceleration Scale
* High School Enrollment Selections of AIG students.
* TD2 and TD3 curriculum map
Standard 4: Personnel and Professional Development

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

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

District Response: At this time, Stanly County Schools district coordinator holds an AIG license. The district has also identified an AIG licensed specialist who serves as the lead teacher who currently monitors, revises, implements, & develops the local AIG program & plan. The lead AIG specialist: maintains documentation of identification & services, attempts to provide leadership at all levels for needs of AIG learners, supports & monitors the AIG specialists & provides professional development, oversees the screening, referral & identification process across the district, monitors elementary & middle school screening logs, attends professional development opportunities in the region & state, leads monthly AIG team meetings that monitor the local AIG plan, & develops partnerships with community members, local institutions of higher education (Pfeiffer and Stanly Community College), & families.

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

District Response: The district employs AIG specialists at the elementary & middle school levels to provide differentiated service to the AIG identified students & provide curriculum support for differentiation to the classroom teachers. At the elementary level, there are 4 specialists that cover eleven elementary schools. The lead specialist covers two elementary schools and one middle school, as well as lead specialist. There are three and one-half specialists that cover the tradition middle schools in the county. Currently we do not have any specialists at the high school level. The specialists collaborate with the elementary grade level teachers in order to extend the classroom learning & provide additional enrichment activities to challenge AIG learners. AIG specialists also collaborate with school guidance counselors to meet the specific social & emotional needs of specific AIG students. Monthly AIG meetings provide AIG specialists the opportunity to collaborate for the purpose of strengthening services & 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, special education teachers, counselors, and school administrators.
District Response: Currently the LEA professional development requirements in the area of AIG are limited to the development & ongoing education of the AIG specialists. The AIG specialists give an annual update for all SCS education staff members, regardless of their focus, on AIG program updates & services, including identification, screening, & referral procedures. Annually after the CogAt, data is reported & AIG specialists disseminate the data to the principals & fourth grade teachers. AIG specialists provide this group with information on how to interpret & 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 & services. AIG Specialist will attend districtwide AIG Team meetings where state level information & 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.

District Response: Currently there are no local requirements for personnel who provide general education services. There is no clear process for AIG placement in regular education classrooms to ensure effective service delivery match. However, principals at the elementary & middle school levels are encouraged to cluster group AIG students to allow the AIG specialist to collaborate with classroom teachers to offer guidance, support, & curricular suggestions. AIG specialists are encouraged by the lead AIG specialist to attend professional development outside of the district to support best practices, if funding is available at the individual school level. At this time, AIG booster shots are being considered for professional development opportunities at the district level.

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

District Response: AIG specialists collaborate with curriculum coaches as much as possible to integrate best practices for gifted learners across all settings & topics.

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

District Response: AIG specialists are a resource for classroom teachers who have participated in any professional development related to gifted learners. AIG specialists meet regularly for best practice sharing sessions. Specialists use early release days/district PD days to plan, implement & refine PD learning. Specialists provide exemplar lessons to help with differentiation & co-teaching on an as needed basis. Specialists reach out to outside guest speakers, attend district PD meetings, & collaborate with community partners. AIG specialists share curriculum resources across the district through Google sharing.
Ideas for Strengthen the Standard: - Hire additional AIG specialists for optimal student service and support in the district
- Need to address the social/emotional needs of gifted learners through a program
- AIG Specialists need to work with counselors on the High School DEP's and services.
- Work on district professional development opportunities for: regular classroom teachers, school counselors, EC teachers, ELL teachers, administration, and other county personnel.
- Work on district professional development opportunities for classroom teachers to obtain add on licensure. Once a pool of teachers have obtained the add on licensure, cluster grouping with an AIG licensed teacher can be implemented.
- Participate with LEA team for development of PD and serve on committees within the district when strategic vision, mission, and priorities are being set to ensure that AIG needs are being heard and considered.
- AIG Director to work on meeting with district leadership to ensure AIG perspective is clearly defined and included within various district PD initiatives (look at how progress monitoring impacts AIG services, how formative assessments relate to gifted population). Connect the needs of gifted learners with the district SIP plan goals and align PD activities accordingly.
- AIG specialists will attend PLC meetings with all classroom teachers who teach the AIG subgroup, at least quarterly.
- Teachers of AIG students in 9-12 should be presented with the annual AIG update and given the students that they have and what identification they have.
- Continue to seek funding for AIG specialists to attend NGACT to stay abreast of best practices in gifted education

Sources of Evidence: *Annual AIG Update Slideshow
*Annual CogAt Training Slideshow
Standard 5: Partnerships

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

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

District Response: The AIG specialists at the elementary & middle schools hold conferences with parents annually to update & renew the DEP (Differentiated Education Plan). During these conferences parents & AIG specialists collaborate to ensure that their child's academic, social, & emotional needs are addressed. Parent & student surveys provide annual feedback on the progress & process of the AIG program at each elementary & middle school. As an AIG team, results are reviewed for strengths & weaknesses of the program. AIG specialists provide parents with an annual AIG parent night. The lead AIG specialist collaborates with the countywide family engagement coordinator to advertise & invite parents to the parent night through various forms of social media & the district SchoolMessenger notification service. The K-12 AIG Parent night offers parents information regarding their child's academic, social, & emotional needs. AIG specialists are present to answer any questions in regards to their child's needs. Specialists attempt to be present at open house & Title 1 meetings at the elementary & middle school levels. They are available at that time to meet with families & discuss any academic, social, or emotional needs for their child. Specialists 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. AIG specialists are required by the district to have websites that allow dissemination of information & provide contact information for AIG specialists. Parents are encouraged by the specialists to visit these sites to stay involved with their child's education.

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

District Response: A comprehensive program brochure will be shared with stakeholders. The brochure will include 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 DEP’s, & the AIG Coordinator & AIG specialists’ contact information. The current local AIG plan will be available on the district website and AIG specialist websites. Annual stakeholders 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 specialists look at this information annually and assess where improvements need to be made.
**Practice C**
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

**District Response:** A stakeholder advisory group will be formed each year to help develop, implement, & monitor the AIG program goals. This group meets annually to make recommendations to support the program & any improvements. The stakeholder advisory group is representative of the diverse demographics of the district. Stakeholders include, but are not limited to, the following: K-12 teachers, EC teachers, curriculum coaches, community members, staff members from local institutions of higher education, K-12 parent & family leaders, local board of education members, principals, & K-12 guidance counselors. Stakeholders are involved in discussions on successes within the program as well as areas for improvement. AIG specialists look at this information annually and assess where improvements need to be made. Parent, student, & teacher surveys provide annual feedback for each school program. This data is presented to the AIG specialists annually to make any program and plan changes.

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

**District Response:** AIG specialists obtain student information at the beginning of the year so that they can contact parents & then communicate opportunities to students & parents in regular emails, on the district website, & on AIG specialists' websites. At the high school level, each individual school shares information with students & families about partnerships & opportunities within the community. These may include: mentorships, internships, & job shadowing. The lead AIG specialist collaborates with the district translator to make all forms available in a student's native language. The district translator communicates with AIG specialists on an individual basis if they are needed for conferences, phone calls, etc.

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

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

**Ideas for Strengthen the Standard:** - Continue to partner with local agencies and institutions of higher education.
- Establish a meeting schedule for an AIG advisory group to monitor and improve communications with stakeholders. Ask the group to serve for consecutive years to become familiar with the AIG plan and offer beneficial feedback.
- Update the district website.
- Continue to partner with the district translator to ensure all forms are in the students’ native language.

**Sources of Evidence:** * AIG 127 AIG Brochure
  * AIG 114 K-8 DEP
  * AIG 115 9-12 DEP
  * AIG 116 IDEP
  * Parent Night Agendas and sign in sheets
  * Stakeholders meeting agenda and sign in sheet
  * AIG Websites
  * Math 24 Collaboration Documents
  * Emails
Standard 6: Program Accountability

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

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

District Response: The AIG 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.

District Response: The identification process is monitored by the Needs Determination Team at each school. Parent, student & teacher surveys provide annual feedback on the progress & process of the AIG program at each elementary & middle school. As an AIG team, results are reviewed for strengths & weaknesses of the program. Stakeholders are invited to review program goals & progress. The AIG Director/AIG Lead performs an audit of new identifications by reviewing each folder for consistency. The AIG coordinator and/or AIG lead attend regional & state level meetings, workshops & collaboration events to ensure that the Stanly County Schools AIG Plan is commiserate with current legislation & policies. AIG Specialists meet on a regular basis for updates on best practices, legalities, & other items pertinent to the AIG plan. Screening logs are maintained & reviewed annually by the AIG Director/AIG Lead to monitor trends in identification. Students receive annual progress reports in grades K-8. This document looks at the student's progress & 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 SCS 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.

District Response: The AIG funds are monitored by the AIG director/AIG Lead Specialist and the district finance officer.
Practice D
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: Data regarding AIG students is analyzed at the district level for reporting at the beginning of year principal’s meeting & reviewed throughout the year. Principals then disseminate this data at their schools. AIG specialists meet with the district testing coordinator annually to review countywide data for AIG students. The AIG team analyzes data annually & shares strengths & weaknesses with appropriate school personnel. Data includes: EOG, EOC, SAT, ACT, & other local assessment data.

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

District Response: Annual AIG data is presented by the district testing director & reviewed at the county level & shared with AIG specialists. Collaboration with the district testing coordinator helps identify any disproportionalities evident in the AIG program, & to evaluate AIG student growth. In an effort to identify underrepresented populations, AIG specialists use partial composite scores as well as local norms on the CogAt. In addition, specialists utilize the Hope Scale, & have classroom teachers create portfolios in an effort to identify underrepresented populations. All students are given the opportunity in 2nd and 3rd grades to participate in the TD2 and TD3 nurturing program regardless of cultural, ethnic, socio economic, language barriers, high giftedness, or twice exceptionality.

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

District Response: At the SCS district level, the AIG Director reviews qualifications to ensure that specialists are highly qualified with AIG add-on licensure. The AIG Director works with appropriate personnel in the SCS 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 coordinator.

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

District Response: Parent, teacher & student surveys are collected annually at each elementary & middle school. Annual surveys are sent to teachers, parents, & students about the implementation & effectiveness of the AIG program. Stakeholder meetings are held to elicit feedback on plan
implementation effectiveness.

The SCS AIG Parent Survey includes the following questions:
Directions: If you have children at more than one school, please feel free to complete a survey for each school.
Likert Scale selections: Strongly Agree, Agree, I don't know, Disagree, Strongly Disagree
* Required
1. Grade of your child(ren) receiving AIG services * K-8
2. Which school does your child attend? * All 15 SCS Elementary and Middle Schools are listed
3. In what area is your child identified? * Choices are: Reading, Math, Both Reading and Math
4. I am aware that the local AIG plan is available on the Stanly County Schools website. * likert scale
5. I am familiar with Stanly County Schools pathways for AIG identification. * likert scale
6. I meet with my child's AIG teacher annually to review his/her AIG services and sign the Differentiated Education Plan (DEP). * likert scale
7. The AIG services my child receives provide an appropriate challenge and offer enrichment for the curriculum. * likert scale
8. My child's regular classroom teacher differentiates instruction appropriately for my AIG student. * likert scale
9. My child receives adequate service time through the AIG program. * likert scale
10. I am able to communicate with my child's AIG specialist. * likert scale
11. Additional comments, suggestions, or ideas for the AIG program. open ended
Thank you for completing the Parent Survey!

Elementary and Middle School Student Surveys
Likert Scale selections: Strongly Agree, Agree, I don't know, Disagree, Strongly Disagree
1. I am in grade: * K-8
2. I attend: * All 15 SCS Elementary and Middle Schools are listed
3. I am identified AIG: * Choices are: Reading, Math, Both Reading and Math, I'm not sure
4. I am challenged by the work in my ELA class. * likert scale
5. I am challenged by the work in my Math class. * likert scale
6. I am challenged by the work in my Science class. * likert scale (only middle school students)
7. I am challenged by the work in my Social Studies class. * likert scale (only middle school students)
8. I feel like my AIG teacher is attentive to my academic needs. * likert scale
9. I feel like my AIG teacher is attentive to my social and emotional needs. * likert scale
10. What lesson or activity do you feel challenged and taught you the most? open ended
If you could give your AIG teacher one suggestion, what would it be? open ended
Additional comments/suggestions? open ended
Thank you for filling out the Student Survey!

Classroom Teacher Survey
* Required
Likert Scale selections: Strongly Agree, Agree, I don't know, Disagree, Strongly Disagree
1. Please select your grade level. * choices are: K-2, 3-5, 6-8, Other
2. Please select your school. * All 15 SCS Elementary and Middle Schools are listed
3. Approximately how many students, identified as gifted, receive instruction from you? *Choices are: 0, 1-5, 6-10, 11-20, 21+
4. I am familiar with Stanly County Schools procedures for referral for the gifted education program. *
likert scale
5. I am familiar with Stanly County Schools procedures for identification and placement for the gifted education program. * likert scale
6. I am aware that my AIG students have a Differentiated Education Plan (DEP) that articulates the differentiated curriculum and instruction services that match their identified needs. *likert scale
7. The AIG services my students receive provide an appropriate challenge and offer enrichment for the curriculum. * likert scale
8. As the regular classroom teacher, I differentiate instruction appropriately for my AIG students. * likert scale
9. I collaborate with the AIG specialist at my school. * likert scale
10. I feel that my students receive adequate service time through the AIG program. * likert scale
11. SCS ensures screening, referral, and identification procedures for traditionally underrepresented populations. Including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. * likert scale
12. Support for the social and emotional needs of AIG students is present at my school. *likert scale
13. I am aware that the local AIG plan is available on the Stanly County Schools website. * likert scale
14. I communicate regularly with the AIG specialist at my school about my students. * likert scale
15. My school provides opportunities to nurture students with academic potential. * likert scale
16. I feel that my input is considered when making decisions about AIG students. * likert scale
17. Additional comments, suggestions, or ideas for the AIG program. open ended

Thank you for completing the Classroom Teacher Survey!

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

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

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

District Response: 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. 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 and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** 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 specialist to assess your child. If you have any questions or concerns, please email the NDT chairperson.

Information provided includes: Student name, Date, School, Grade, & 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 specialist.

<table>
<thead>
<tr>
<th>AREA</th>
<th>Information</th>
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<tbody>
<tr>
<td>Educational-</td>
<td>English/Language Arts and/or Math Cognitive Development</td>
</tr>
<tr>
<td>Group/Individual Assessments or Achievement Tests</td>
<td>Characteristics Checklist</td>
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<tr>
<td>Documentation</td>
<td>Performance Data</td>
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<td></td>
<td>Work Samples</td>
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<td>Portfolio</td>
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<td>Interest Inventory</td>
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<td>Intellectual</td>
<td>Group or individual aptitude test</td>
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Parent/Guardian (please check one and sign)
1. Yes, I give permission for my child to be evaluated. Include: Signature, Date, & Relationship
2. No, I do not give permission for my child to be evaluated. Include: Signature, Date, & 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. Then parents are asked to please 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 specialist, and principal are asked to sign & date the form.

Stanly County Schools Gifted Education Program Consent for Services AIG 113
Complete the following identifying information: Student Name, Date, School, Grade, & 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 specialist 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 specialist.
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 specialist.

Signatures of the parent/guardian & AIG specialist 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
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 SCS requirements are met, the student continues to receive services through the AIG program. If SCS 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 & 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.”
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. Legal fees are the responsibility of the parents.
Ideas for Strengthen the Standard: - Survey sent to high school AIG for ideas for implementation at the high school level.
- Create a district fact sheet on the evaluation and implementation of the AIG plan. Include fact sheet with the plan for BOE.
- Take the survey feedback and write up an executive summary to disseminate to parents.
- Create an AIG parent, student, specialist handbook with defined and specific procedures for screening, referral, identification and placement, reassessment, transfers, and procedures for solving disagreements.

Sources of Evidence: * AIG 105 Consent to Evaluate
* AIG 113 Consent for Services
* AIG 122 Consent to Exit Program
* Appendix B Procedures to resolve a disagreement
* Appendix H Military Compact
* Annual Surveys
* Annual Progress Reports
* District Website
* Stakeholders meeting, sign in sheets, feedback
* Local BOE approval document
Glossary (optional):

Accelerated Learning: SCS has specific guidelines set out for each type of acceleration. Most of them include 98% on an aptitude test, 98% on an achievement test, the use of the IOWA Acceleration Scale, anecdotal records, & a NDT team decision.

Content Acceleration: The faster presentation of curriculum to more closely match the speed at which a gifted student learns.

Subject Acceleration: Advancing to a higher level in a subject, but remaining with age peers for most of the instructional day. E.g. Taking Algebra in the 8th grade.

Grade Acceleration: Promotion to a higher grade by skipping one or two intermediate grades.

Achievement Test: A test that measures what students have learned or have been taught in a specific content area relative to the expected achievement of average student; doesn't gauge potential. (EOG, BOG, ITBS, etc.)

AIG Director: The administrator position serving as the director of the AIG educational services at the district level.

AIG Lead Specialist: The AIG Specialist position who serves as the coach/coordinator for all the school level AIG Specialists & may also serve as school level educator.

AIG Licensure: 12 graduate level credits that focus on social-emotional & academic needs of the gifted or a Passed AIG Praxis.

AIG Specialist: The educator position at the school level who instructs AIG students and is qualified according to the plan.

Aptitude: A measure of a student's potential or ability. An aptitude test may be used to predict a student's future performance. (CogAT)

Consultative services: The collaboration & planning between an AIG specialist & classroom teacher for curriculum & strategies to meet the needs of the gifted students in the regular education classroom.

Curriculum Compacting: Streamlining basic curriculum in order to challenge students & free their regular school day time for the pursuit of accelerated/enriched work. SCS offers curriculum compacting at the 6th & 7th grade levels in math.

Differentiated Education Plan (DEP): A plan for gifted students that outlines available programming service options, denoting environment, content modifications, & special programs available.

Differentiation: Adapting the pace, level, or curriculum to meet each student's individual needs, learning styles, or interests.

Dual Enrollment: grants students both college & high school credit for a single course dependent upon state education guidelines.

Early Entrance: The enrollment of children in educational programs before the common starting date or age; early entrance is most commonly associated with kindergarten, & also college. SCS has specific criteria & a process to follow for all early entrances into kindergarten.

Enrichment: Experiences & activities scheduled that are above & beyond the basic curriculum offered in the classroom or the school. The emphasis is on breadth of knowledge as opposed to worrying about speed or level. It is an alternative to acceleration.

Grouping: An instructional strategy where students are grouped together to receive appropriately challenging instruction.

Ability Grouping: Grouping students of like ability based on observed behavior or performance. Classes are arranged so that students represent nearly the same types of need, ability, & interest.

Cluster Grouping: Grouping of gifted students in the regular heterogeneous classroom. Typically, 5-6 gifted students with similar needs & abilities are clustered in the same classroom, allowing the teacher to more efficiently differentiate assignments.
Flexible Grouping: Permits students to move in & out of various grouping patterns, depending on the course content. It's usually determined by ability & interest.

Heterogeneous Groups: Students are grouped into classes at random without particular regard for abilities in order to represent more closely the diversity of abilities present in the work world.

HOPE Scale: Designed to help guide teachers in identifying gifted students for programming. It has items that measure academic & social/affective components of giftedness. It's invariant when used to identify students from low-income & culturally diverse families. Local norms ensure that the data are relevant to the specific school populations with multiple measures & multiple pathways crucial for reversing the inequities in identifying culturally, economically, & linguistically diverse students.

Identification of Gifted & Talented Students: A process used by professionals that encompasses many sources of information about a child. These may include data from tests, parent nomination forms, teacher referrals, interviews with the child, observations, peer nominations, & any other sources from which professionals might be able to form a thorough picture of the child's abilities. This data is reviewed by the school's NDT.

IG-Intellectually Gifted: 98% full scale composite score on abilities test (CogAt). Consultative services.

Inclusion: Practice where students of differing abilities & conditions are grouped together in the regular classroom & are taught together by a gifted specialist & the regular education teacher.

Individual Differentiated Education Program (IDEP): An individual plan that is personally tailored to meet the needs of students who demonstrate needs beyond those offered in the DEP.

Iowa Acceleration Scale: A tool used to aid in the decision-making process when the option of subject/grade acceleration is being considered.

Multiple Criteria: Criteria that is examined & used to make sound decisions about placement & service options for a gifted student. Criteria include test scores, student portfolios or work samples, gifted rating scale, observations, & classroom performance.

Needs Determination Team: The school level team that consists of but is not limited to: the classroom teachers, counselor, & the AIG specialist. This team makes decisions on screening, referral, placement, acceleration, among others.

Nurturing Programs: Programs designed to recognize and respond to knowledge, skill, & motivation of students with gifted potential. SCS has TD2 & TD3 (Talent Development for 2nd & 3rd grades)

Portfolio: A collection of student products used to demonstrate & measure achievement, abilities, & talents, often toward the purpose of placing the student in a gifted program or evaluating work done in a gifted program.

Problem Based Learning: An instructional method that compels students to think critically, analytically, & cooperatively, individually or in groups, toward finding solutions to real-world problems or imaginary scenarios, based in truth, using appropriate learning resources.

Pull-Out Program: A program which takes a student out of the regular classroom during the school day for special programming.

Referral: the process of using the screening data, typical & atypical qualitative data such as rubrics & portfolios to build a comprehensive learner profile. Using that profile a determination is made whether or not the student qualifies for identification.

Screening: Screening is the process of gathering quantitative data concerning the aptitude, achievement, & performance of a student to use during an AIG referral.

TOPS Form: Teacher’s Observation of Potential in Students. TOPS is a tool to help recognize Children (ages 5-9) with outstanding potential who may be gifted.

Twice/Dual Exceptionality (2E): Quality of being both gifted & having a physical and emotional, or a learning disability.

Underrepresented/Underserved Populations: Groups of students traditionally excluded from many gifted programs, including girls, ethnic and cultural minorities, economically disadvantaged students,
children with behavior problems, underachievers, and those with learning difficulties.

**Appendix (optional):**

AIG 100 & 101 Multiple Pathways 19-22.pdf (Appendix)
AIG 102 AIG Screening Log 19-22.pdf (Appendix)
AIG 103 Parent Nomination and Referral Form 19-22.pdf (Appendix)
AIG 104 Student Information Card 19-22.pdf (Appendix)
AIG 105 Consent to Evaluate 19-22.pdf (Appendix)
AIG 106 CogAT Score Report 19-22.pdf (Appendix)
AIG 107 Iowa Assessment Score Report 19-22.pdf (Appendix)
AIG 108 HOPE teacher rating scale 19-22 (2).jpg (Appendix)
AIG 109 Portfolio Submission Form 19-22 (3).pdf (Appendix)
AIG 110 Portfolio Data Checklist.pdf (Appendix)
AIG 111 K-2 Summative Referral Form for AIG Specialist 19-22 (2).pdf (Appendix)
AIG 112 K-2 Performance Data for Teachers 19-22.pdf (Appendix)
AIG 113 Consent for AIG services 19-22.pdf (Appendix)
AIG 114 Differentiated Education Plan Grades K-8 19-22.pdf (Appendix)
AIG 115 DEP 9-12 19-22.pdf (Appendix)
AIG 116 Individual Differentiated Education Plan 19-22.pdf (Appendix)
AIG 117 Student Review of Existing Service 19-22.pdf (Appendix)
AIG 118 Non Placement Notice 19-22.pdf (Appendix)
AIG 119 Early Entrance to K Documentation Form 19-22.pdf (Appendix)
AIG 120 Early Entrance Application for parents 19-22.pdf (Appendix)
AIG 121 NDT Minutes 19-22.pdf (Appendix)
AIG 122 Consent to Exit Program 19-22.pdf (Appendix)
AIG 123 Age Tracking Label 19-22.pdf (Appendix)
AIG 124 Confidentiality and Access To Records 19-22.pdf (Appendix)
AIG 125 Communication and Documentation Report 19-22.pdf (Appendix)
AIG 126 Inactive Labels 19-22.pdf (Appendix)
AIG 127 SCS AIG Brochure (Overview) 19-22.pdf (Appendix)
AIG 128 Pink Sticker Labels 19-22.pub (Appendix)
AIG 129 Student Screening and Referral Form 19-22.pdf (Appendix)
AIG 130 End of Year Procedures for Identified AIG Students.pdf (Appendix)
AIG 131 K-2 TOPS Form.pdf (Appendix)
AIG Plan Executive Summary.docx (Appendix)
Appendix A Glossary (19-22) .pdf (Appendix)
Appendix B Procedures to Resolve a Disagreement 19-22.pdf (Appendix)
Appendix C Program Service Options 2019.pdf (Appendix)
Appendix D Multiple Indicators of Giftedness.pdf (Appendix)
Appendix E Considerations for Early Entry or Acceleration 19-22.pdf (Appendix)
Appendix F Early K Entrance Information 19-22.pdf (Appendix)
Appendix G Grade Acceleration Guidelines 19-22.pdf (Appendix)
Appendix H Military Compact (for transfers) 19-22.pdf (Appendix)
BOE Approval Document.pdf (Local Board Approval Document)