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

Approved by local Board of Education on: 03-JUN-19
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LEA AIG Contact Name: Dr. DeAnne Danley
Submitted to NC Department of Public Instruction on: 07-JUN-19

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

Surry County Schools Vision for local AIG program: Through relationships with all students, families, and community, we are committed to empowering our youth to grow as citizen leaders and to achieve their dreams.

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

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<th>State Funding</th>
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# Table of Contents

- **Standard 1: Student Identification** ................................................................. 3
- **Standard 2: Comprehensive Programming within a Total School Community** ................................. 10
- **Standard 3: Differentiated Curriculum and Instruction** ........................................... 16
- **Standard 4: Personnel and Professional Development** ........................................... 22
- **Standard 5: Partnerships** ......................................................................................... 26
- **Standard 6: Program Accountability** ......................................................................... 29
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: The AIG Referral Form (AIG-1) is posted on the district AIG Learning Management System Haiku page. Persons initiating referrals can be any staff member who is knowledgeable of the academic and intellectual capabilities of the student. Referrals are given to the AIG Specialist (K-5), lead teacher (6-8), or counselor (9-12). In elementary, the specialist will begin the identification process using the AIG Identification Pathways form (AIG-3). In middle school, the lead teacher will collect referrals and meet with the district AIG Lead Specialist to begin the identification process. In high school, the counselor will collect referrals and meet with the district AIG Lead Specialist to begin the identification process. The process will begin within two weeks of receiving the referral. Decisions will be made in a timely manner; however, variables such as absences, inclement weather, access to scores from other districts, etc. may delay the process.

Parents may access a Google form on the district website requesting their child be referred for AIG identification. The request is sent electronically to the AIG Coordinator who contacts the appropriate staff member to initiate the referral. A parent request begins the process; however, the student must meet the criteria to be identified. Parents will be notified about the decision by letter, phone call, or conference.

A formal screening is completed during the first semester for all third graders using the Cognitive Abilities Test (CogAT). The CogAT is administered in a group setting by the third grade, classroom teacher. The CogAT results, along with information collected from referrals, will guide the identification process. If deemed necessary by the AIG Coordinator or AIG Specialist, a student may be given the Iowa Test of Basic Skills (ITBS) to measure achievement in reading, math, or both. The ITBS is administered by the AIG specialist. Results are shared with parents/families.

CogAT scores are valid through fifth grade. In middle school and high school, referred students receive the Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V) assessment for the aptitude score. If a student in grades 4 or 5 does not have a CogAT score (i.e. transferred from another district, absent the day of testing), the AIG Coordinator will determine if the student will take the WISC-V. School Psychologists administer and interpret results from the WISC-V. Psychologists share results with the school administrator, AIG Specialist, and classroom teacher. The AIG Specialist shares the results with parents/families. Only the full-scale score from the WISC-V is considered. Students meeting the aptitude score requirement (see AIG-2) will proceed in the identification process.

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:** AIG Identification Criteria (AIG-2) can be accessed on the district website.

K-3 students are not formally identified; however, data from the Primary Education Thinking Skills (PETS) assessment checklists, WIDA/Access results, mCLASS DIBELS and TRC composite scores, Kindergarten Entry Assessments (KEA), iReady scores, and other qualitative or quantitative data are used to construct a learner profile for primary students. The K-3 students whose results are two or more years above grade level on any of the above assessments are included in talent development groups.

Elementary AIG Specialists store the learner profiles for students in a Google Drive folder. If a student transfers to another school in Surry County, the student's profile is shared with the receiving specialist. This information may be used as supporting data for referrals.

Students in grades 4-8 are given the opportunity to meet one of five pathways for identification (AIG-3):

*Students must meet BOTH aptitude and achievement criteria to meet the pathway.*

**AI Pathway (Academically and Intellectually Gifted)**
- 89-95%ile on a Standardized Aptitude Test- CogAT- Verbal, NonVerbal, Quantitative, or Composite score
- OR WISC-V (Full Scale only)
- 96-99%ile on a Standardized Achievement Test- Iowa Test of Basic Skills (ITBS) - Composite

**IG Pathway (Intellectually Gifted)**
- 96-99%ile on a Standardized Aptitude Test- CogAT- Composite
- OR WISC-V- (Full Scale only)

**AG Pathway (Academically Gifted)**
- 77-95%ile on a Standardized Aptitude Test- CogAT- Verbal, NonVerbal, Quantitative, or Composite score
- OR WISC-V- (Full Scale only)
- 96-99%ile on a Standardized Achievement Test- Iowa Test of Basic Skills (ITBS) - Composite

**AR Pathway (Academically Gifted- Reading)**
- 77-95%ile on a Standardized Aptitude Test- CogAT- Verbal, NonVerbal, or Composite score OR WISC-V- Full Scale only
96-99%ile on a Standardized Achievement Test- Iowa Test of Basic Skills (ITBS)- Reading Score

AM Pathway (Academically Gifted- Math)
77-95%ile on a Standardized Aptitude Test- CogAT- Quantitative or Composite Score OR WISC-V-
Full Scale only

96-99%ile on a Standardized Achievement Test- Iowa Test of Basic Skills (ITBS)- Math Score

Students in grades 9-12 are given the opportunity to meet one of five pathways for identification (AIG-
4):

*Students must meet BOTH aptitude and achievement criteria to meet the pathway.

AI Pathway (Academically and Intellectually Gifted)
89-95%ile on the WISC-V (Full Scale only)

A minimum composite score of 26 on the Pre-ACT or ACT

IG Pathway (Intellectually Gifted)
96-99%ile on the WISC-V (Full Scale only)

AG Pathway (Academically Gifted)
77-95%ile on the WISC-V (Full Scale only)

96-99%ile on a Standardized Achievement Test- Iowa Test of Basic Skills (ITBS) - Composite

AR Pathway (Academically Gifted- Reading)
77-95%ile on the WISC-V (Full Scale only)

95%ile or higher on the English II EOC OR 96-99%ile on a Standardized Achievement Test- Iowa
test of Basic Skills (ITBS)- Reading Score

AM Pathway (Academically Gifted- Math)
77-95%ile on the WISC-V (Full Scale only)

95%ile or higher on the Math III EOC OR 96-99%ile on a Standardized Achievement Test- Iowa Test
of Basic Skills (ITBS)- Math Score

New Students:
Students transferring from other North Carolina districts who were receiving AIG
services will maintain AIG eligibility. Identification is verified through PowerSchool.

Students transferring from districts outside of North Carolina who provide documentation of AIG eligibility in their previous district are assessed for AIG services according to Surry County Schools' identification criteria.

**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:** For K-3 students:

Documentation from the Kindergarten Entry Assessment (KEA) is recorded and shared with AIG Specialists when a kindergarten student performs at an advanced level.

The Primary Education Thinking Skills (PETS) assessment checklists are used in the classroom during talent development sessions with the teacher and the AIG Specialist. This ensures attention to specific gifted characteristics and skills for all students.

WIDA/Access results for English language learners are considered when a student performs two or more years above grade level. ELL specialists share this information with AIG Specialists.

Composite data from mCLASS (DIBELS and TRC) is used to recognize students performing two or more years above grade level. Reading Specialists share this information with AIG Specialists.

Results from the iReady diagnostic test are analyzed by the classroom teacher and the AIG Specialist to look for student strengths.

The Cognitive Abilities Test (CogAT), which is given to all third graders during the spring semester, has a composite score which comes from three subtests- verbal, nonverbal, and quantitative. Each of these subtests can be considered for identification. This allows for under-represented populations to be allowed to use the score which best represents their abilities.

Students who score in the above average range on the CogAT may be given the Iowa Test of Basic Skills. This assessment also allows for a composite score, as well as reading and math subtest
scores.

*Results from the above assessments are stored in a Google Drive folder.

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

**District Response:** The AIG Coordinator and AIG Lead Specialist meet with all Elementary Specialists to ensure consistency with the procedures.

The AIG Coordinator and AIG Lead Specialist meet with all middle school lead teachers and high school lead teachers/counselors to ensure understanding of the referral process. The AIG Lead Specialist is present during the preparation of all middle and high school identification paperwork.

The AIG Coordinator uses leadership team meetings and principal/assistant principal meetings to explain and clarify procedures.

An AIG Haiku (Learning Management System) site is established and enables staff members to have easy access to forms/documentation, as well as important dates and relevant information.

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

**District Response:** Screening, referral, and identification processes are written in the AIG plan. The AIG plan, brochure, helpful links, documentation/forms are located on the district website and the AIG Haiku page.

AIG Documentation/Forms include:

AIG-1- Surry County Schools AIG Referral Form

AIG-2- AIG Identification Criteria for K-12

AIG-3- AIG Identification Pathways for Grades 4-8

AIG-4- AIG Identification Pathways for Grades 9-12

AIG-5- Invitation to Conference (Parent Letter)
AIG-6- AIG Service Options for K-5

Elementary AIG specialists, middle school lead teachers, and high school lead teachers/counselors are available during Open House to answer questions and meet with students and their families.

A meeting for K-12 stakeholders is held once per year and includes an overview of the AIG program and helpful information from an expert in the field.

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: The AIG Referral form (AIG-1), Identification Pathways form (AIG-3 or AIG-4), and Differentiated Education Plan (DEP) is reviewed with parents/families and filed in a secure location.

The referral form includes a checklist of fourteen gifted characteristics and an open-ended section for the person initiating the referral to write additional information or comments.

The Identification Pathways form (AIG-3 for Grades 4-8, AIG-4 for Grades 9-12) outlines the criteria for each pathway and provides space for evidences which can lead to an identification decision. This form allows for documentation of the CogAT/WISC-V score, ITBS score, and other standardized achievement scores. There is space for MTSS Team recommendations and signatures. Consent for additional testing or for placement/services is given by the parent signature on the bottom of the form.

Differentiated Education Plans (DEPs) or Individual Differentiated Education Plans (IDEPs) are developed by the AIG specialist with input from the student, parent, and MTSS Team. This document is reviewed annually with parents/families.

Ideas for Strengthen the Standard: Identify a potential external consultant from the field to review the plan, procedures, and services and offer suggestions to strengthen and improve the program.

Redesign the AIG brochure to include clear screening, referral, and identification procedures.

Foster relationships with EC, ELL, and reading specialists to improve collaborative efforts.

Upload new forms and information to the district website.

Sources of Evidence: PowerSchool reports

District website (includes forms, procedures, brochure, Duke TIP information, and links to resources)

AIG Haiku for all staff members
Agendas from school staff meetings, district staff meetings, AIG specialist and lead teacher meetings, and parent sessions

Feedback from surveys and focus groups

AIG student folders

Disaggregated AIG enrollment data

Disaggregated Honors/AP participation data

Board of Education presentations

Leadership Team presentations
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: In order to address the needs of students in grades K-3, a talent development plan has been created.

Phase one begins during the 2019-2020 school year with third-grade pull-out groups. Students will receive both reading and math extension.

Phase two begins during the 2020-2021 school year with second and third graders receiving services by the AIG Specialist in the regular classroom. Specialists are using the Primary Education Thinking Skills (PETS) program as a resource and are co-teaching with the classroom teacher. PETS checklists are used to identify students for small group instruction.

Phase three begins during the 2021-2022 school year with all K-3 students receiving talent development services by the AIG Specialist on a scheduled rotation. Services for Kindergarten will not begin until the second semester.

Fourth and fifth graders are served in pull-out groups. Students receive services based on their area of identification and demonstrated needs.

Middle school students, who are identified in math, are enrolled in compacted math classes. Curriculum is compacted in order to complete all of the middle school math curriculum by the end of seventh grade. Students who have successfully completed the compacted curriculum are eligible to take Math I as an eighth grader.

Middle school students, who are identified in reading, are enrolled in English/Language Arts (ELA) classes in cluster groups with a teacher who has received either local certification or AIG add-on licensure.

High school students have a variety of options such as Credit by Demonstrated Mastery (CDM), Honors courses, Advanced Placement (AP) courses, Virtual Learning courses, college courses, internships, clubs, and Honors Societies.

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

**District Response:** The AIG Coordinator attends all local Board of Education meetings, leadership team meetings, and principal/assistant principal meetings.

The AIG Coordinator is present during specific dialogue regarding curriculum, finance, policy, or other issues involving AIG students, teachers, and funding.

The AIG Coordinator is aware of board policies relating to AIG and makes recommendations regarding new policies, as needed.

The AIG Coordinator and AIG Lead Specialist partner with other departments within the district and work to ensure resources and practices are aligned.

AIG Specialists are included in school-wide and district-wide initiatives. Their input is valued as decisions are made that impact programming.

**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:** Flexible, intentional grouping in grades K-3 is based on the Primary Education Thinking Skills (PETS) assessment checklists, WIDA/Access results, mCLASS data, Kindergarten Entry Assessments, iReady data, and teacher observations.

Students in grades 4 and 5 are heterogeneously grouped and receive pull-out services for reading and/or math based on need and area of identification.

Students in grades 6-8 are in cluster groups for English/Language Arts. Students cross-team for Compacted Math.

Advanced learners in high school choose their own courses with support from guidance counselors. Students may choose to attend the Surry Early College High School of Design for five years and earn a high school diploma and an associate’s degree from Surry Community College. If students attend traditional high schools, they may choose from a variety of advanced learning options.

**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:** Information for all stakeholders regarding the AIG program may be accessed through the district website, www.surry.k12.nc.us. The top of the home page has an "Academics" tab. In the academics directory, second in the bulleted list, is the Academically or Intellectually Gifted section. This page contains information such as the AIG plan, brochure, program standards, forms, Duke TIP information, and other resources for all stakeholders.

The AIG Coordinator informs the Board of Education, Central Office staff, and principals/assistant principals of pertinent information regarding programming, services, and regulations related to gifted education.

School administrators, along with AIG Specialists, relay information from the district level to the school staff. Information is relayed in staff meetings, Professional Learning Communities (PLCs), or in digital format.

Elementary specialists, middle school lead teachers, and high school lead teachers/counselors also have an AIG binder containing a copy of the AIG plan, forms/documents, and other important information. As new information is shared at meetings and Professional Learning Communities (PLCs) it is added to the binder. This helps with clarity, consistency, and communication among the AIG staff.

Parents and families receive relevant information at Open House, conferences, and the district-wide, parent night.

**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:** The AIG Coordinator has appointed teachers/counselors from each grade span and each district to serve as representatives for their assigned school. These representatives have a transition document which outlines who is responsible for transferring AIG folders from 5th grade to 6th grade and from 8th grade to 9th grade.

Middle School transition nights are held in late spring for rising 6th graders.

High School transition nights are held in early spring for rising 9th graders.

Transition visits are made to each middle school by Elementary AIG Specialists. Eighth grade lead teachers are responsible for transitioning folders and student information from middle to high school.

Data managers print rosters from PowerSchool so classroom teachers know the area(s) of identification of each student.

**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:** In elementary school, a team approach is used to address the social and emotional needs of students. The parent, classroom teacher, AIG Specialist, counselor, EC/ELL Specialist (if applicable), and administrators work together to identify needs and support the student.

In middle school, the parent, counselor, administrator, and student's team of teachers also work together to help the student navigate the stresses of being gifted and being in middle school. Surry County has two middle schools piloting a program called "All Hands on Deck" to strengthen this team effort to support students.

High School teachers, counselors, administrators, coaches, and school resource officers cultivate relationships with students. They build trust so students feel supported and understood. Parents are contacted if a student is thought to be in crisis. Administrators, guidance counselors, or school social workers follow up with parents and offer support.

Professional Learning Communities (PLCs) help teachers by offering strategies and resources. Behavioral Specialists may be invited to attend in order to offer more intensive, focused strategies.

Professional Development is ongoing and includes sessions from the NCDPI Booster Shot series, as well as presentations from Duke TIP representatives.

Differentiated Education Plans (DEPs) may include objectives to address social/emotional needs. For more severe situations or behaviors, an Individual Differentiated Education Plan (IDEP) may be used to target specific needs.

Bibliotherapy is used in all grades. It allows students to read about characters and discuss how they positively or negatively responded to certain situations. Paired with Surry County Schools' Leadership Framework, it helps students learn how to appropriately lead self, lead with others, and change their world.

**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:** Acceleration opportunities for Elementary:
Early entrance to Kindergarten, subject/grade acceleration

Acceleration opportunities for Middle School:
Meadowview Magnet Middle School, Compacted Math, Credit by Demonstrated Mastery

Acceleration opportunities for High School:
Surry Early College High School, College courses, Honors and Advanced Placement courses, Virtual courses, Credit by Demonstrated Mastery
Practice H
Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

District Response: Talent development is implemented whole group in grades K-2 so that every student has access to advanced learning opportunities. Small, flexible groups are formed from the whole group lessons each month.

Third grade is served using the push-in model. The AIG Specialist co-teaches on a rotation schedule with the regular education teacher, the Exceptional Children (EC) Specialist, Reading Specialist, and English Language Learner (ELL) Specialist. This broadens access to students from under-represented populations.

In grades 4-5, data from Kindergarten through third grade is considered when identifying students for AIG services. Having a learner profile helps specialists analyze data over time.

For middle and high school students, who haven't been identified in elementary, teachers may recognize advanced students using EVAAS data, classroom assessment data, and other qualitative/quantitative measures.

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

District Response: There are many extra-curricular programs available to students in Surry County Schools. Staff members are volunteering their time, talents, and expertise to offer a wide variety of activities for students.

In Elementary, students may participate in Robotics, Battle of the Books, Student Council, Art Club, Chorus, Running Club, Chess Club, and reading incentive programs.

In Middle School, students may participate in Robotics, Battle of the Books, Math Counts, Debate, and Science Olympiad.

In High School, students may participate in Student Council, Quiz Bowl, Robotics, the North Carolina Association of Scholastic Activities, academic and arts-based competitions, Honors Societies, and a variety of clubs.

Ideas for Strengthen the Standard: Consistently communicate information about AIG to central
office staff, principals, and assistant principals.

Collaborate with EC and ELL Directors and specialists to identify needs of gifted twice-exceptional students and English Language Learners.

Continue to have elementary specialists, lead middle school teachers, and high school counselors as AIG contacts for their school/grade level.

Partner with guidance departments, MTSS Teams, and local mental health experts to prepare staff members to deal with various social and emotional issues.

Research additional extra-curricular programs that might be of interest to AIG students particularly in grades K-2.

**Sources of Evidence:** Agendas from district meetings and principal/assistant principal meetings

Staff meeting agendas

Document outlining key transition points and persons responsible

Minutes from MTSS Team meetings

Disaggregated data from EC and ELL populations

Implementation of new extra-curricular programs (pictures, news articles)
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: Surry County Schools adapts the NC Standard Course of Study to meet the needs of all students. Teachers use the NCSCOS as a starting point for differentiation. In the classroom, tiered assignments, choice boards, learning menus, and digital tools are used to support and challenge students in the learning process. A common instructional framework allows for students to work both independently and collaboratively to apply new skills.

Enrichment:
Students may participate in a variety of clubs, competitions, and field trips. These offerings provide students with many choices to match their specific interests and abilities.

Extension:
AIG pull-outs allow time for Specialists to extend what is being taught in the regular education classroom. Project-based or Problem-based learning, service learning, and internships also provide ways for students to extend their learning.

Acceleration:
Early entrance to Kindergarten, subject/grade acceleration, Meadowview Magnet Middle School, Surry Early College High School, Credit by Demonstrated Mastery, Honors/Advanced placement courses, college courses, virtual courses, and compacted math are ways middle and high school students can accelerate their learning.

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: Effective instructional practices that are in place for K-12 in Surry County Schools include:
Thinking Maps
CRISS Strategies
Kagan Structures
Common Instructional Framework (Tier 1- Core)
Teachers may use Multiple Intelligence Inventories or other similar resources to identify a student's learning profile.

Instructional menus and choice boards may be used to incorporate interests, readiness, and give a student voice and choice in their learning.

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

**District Response:** Resources that are currently being used in the district include:

- Jacob's Ladder
- Junior Great Books
- iReady Reading
- IXL Math
- Perplexors
- Superstar Math
- Primary Education Thinking Skills (PETS)
- Math tasks from NCDPI Instructional Resource Project
- Illustrative Mathematics
- Khan Academy
- Textbook adoptions
- Honors notebooks

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

**District Response:** The district offers Better Learning professional development for teachers. During this training, teachers learn how to implement the Surry County Schools Instructional Framework.
Teachers using the framework have students who work well independently and effectively collaborate with their teammates.

The district also has a Leadership Framework. Teachers are able to incorporate critical thinking, decision-making, communication, collaboration, and leadership into their lessons using this framework as a guide. Students focus on leading self, leading with others, and changing their world.

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

**District Response:** Data from the following assessments guides classroom instruction and grouping:

- Benchmarks
- NC Check-ins
- Common Assessments
- mCLASS (DIBELS and TRC composite data)
- WIDA/Access testing data
- Primary Education Thinking Skills (PETS) checklists

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

**District Response:** Social and emotional learning occurs in all content areas and can be taught using many different instructional practices. Classrooms use team-building activities, bibliotherapy, lessons from the guidance counselor, and ideas from the Center for Creative Leadership.

The NCDPI Booster Shot series is used for training and refresher courses for teachers.

Behavioral Specialists, school social workers, and guidance counselors offer strategies for teachers to use in classrooms to address specific social and emotional needs.

Parents and school staff work together to address the needs of students. The district has parent nights with topics such as over-excitabilities, asynchronous development, anxiety and depression, perfectionism, and more.
**Practice G**  
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** K-3 students are served on a scheduled rotation by the AIG Specialist.

PETS lessons intentionally focus on specific skills such as:

- Convergent Thinking  
  Dudley the Detective- Deductive Logic  
  Sybil the Scientist- Analytical Thinking

- Evaluative Thinking  
  Jordan the Judge- Judging

- Visual/Spatial Perception  
  Max the Magician- Mental Manipulation of Shapes

- Divergent Thinking  
  Isabel the Inventor- Inventive Thinking  
  Yolanda the Yarnspinner- Creative Thinking

Whole group lessons are implemented. The classroom teacher observes students during the lesson and records the findings on the PETS assessment checklist. Using the checklist, small, flexible groups are formed to further emphasize the skill.

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

**District Response:** K-2 teachers share pacing guides with AIG Specialists. Specialists create schedules and materials to support these grade levels.

Classroom teachers in grades 3-5 share pacing guides/weekly lesson plans with AIG Specialists. These plans are developed during the grade level PLC (Professional Learning Community). Materials and resources are chosen by the specialist to extend what is being taught in the classroom.

Middle School and high school teachers meet in PLC teams to discuss student progress and plan differentiated instruction to meet the needs of all students.
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: K-3 does not have a formal Differentiated Education Plan. Parents/families are informed of the talent development services offered in the primary grades. Parents receive a notice of the skills taught by the AIG specialist.

Grades 4-8 use a Differentiated Education Plan (DEP) in a designated Google folder. The DEP is reviewed annually with parents. Electronic signatures are collected on the document. Parents may request a hard copy of the DEP.

Grades 9-12 use the High School Four Year Plan as the DEP. This document is reviewed annually.

An Individual Differentiated Education Plan (IDEP) may be developed instead of the DEP, if needed. Circumstances such as underachievement, attendance issues, behavioral issues, and other situations require a more intensive focus on student services. The AIG Coordinator or AIG Lead Specialist assists teachers with creating the IDEP.

Ideas for Strengthen the Standard: Develop a specific curriculum for social and emotional learning

Research more evidence-based resources for high school

Offer more resources and support to K-2 teachers and students

Sources of Evidence: Pacing Guides

Lesson Plans

Learning Profiles/Inventories

Classroom Resources

Leadership Framework

Common Instructional Framework

Assessment data

K-3 Talent Development schedule
PLC agendas and minutes

Differentiated Education Plans (DEPs)

High School 4 Year Plan
Standard 4: Personnel and Professional Development

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

**Practice A**

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

**District Response:** The AIG Coordinator under the direction of the Assistant Superintendent of Curriculum and Instruction supervises and implements all facets of the Surry County Schools Gifted Education Program. The Director is an advocate for all gifted initiatives and stays informed of current legal issues pertaining to gifted education. The AIG Director works closely with the AIG Lead Specialist to implement the AIG plan, develop and deliver AIG professional development, and conduct AIG Advisory Council meetings.

Responsibilities of the AIG Coordinator include making school assignments for AIG Specialists, meeting with AIG Specialists to provide policy and program updates, facilitating a county-wide AIG Advisory Council to provide updated information and answer questions, overseeing the AIG budget and seeking additional funding to support the program, purchasing quality, research-based materials for teacher/student use, maintaining an accurate student headcount, attending regional and state meetings, seeking out quality professional development for AIG staff members, communicating with the Surry County Board of Education, making site visits to observe AIG specialists and giving instructional feedback, completing internal audits to ensure compliance and consistency, and heading the AIG plan revision process.

An AIG Lead Specialist helps facilitate the responsibilities of the AIG Coordinator.

**Practice B**

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

**District Response:** The AIG Coordinator reviews submitted schedules of AIG Specialists and makes recommendations, as needed.

AIG Specialists orient faculties, administrators, and parents to the AIG plan and reviews screening, identification, and placement procedures on an annual basis. The specialist serves on the MTSS Team during the review and placement of gifted students and maintains accurate records of student referrals and identification. He/she assists classroom teachers with differentiated instructional strategies for gifted students. Specialists also deliver differentiated instructional strategies through a variety of service delivery options based on student/teacher needs (i.e. inclusion, pull-outs, interest groups, independent study, etc.). In addition to academics, specialists include lessons to support the social and emotional needs of their students. AIG Specialists may sponsor enrichment activities and
competitions such as Battle of the Books, Debate Teams, Chess Club, Robotics, etc.

The AIG Specialist must remain current in gifted licensure and attend professional development opportunities regularly.

**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:** Professional development is planned by the curriculum and instruction staff with input from administrators based on staff needs.

Professional Development Plans (PDPs) are completed by all AIG licensed employees in conjunction with their administrator's recommendations.

Recommendations include, but are not limited to, the following:
1. Differentiated Instruction
2. Social and Emotional Needs of Gifted Learners
3. Common Instructional Framework
4. MTSS Team Processes
5. Leadership Framework
6. Identification Criteria and Procedures
7. Thinking Maps
8. CRISS Strategies
9. Kagan Structures

**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:** Teachers hired by Surry County Schools are deemed highly qualified by the North Carolina Department of Public Instruction. All teachers hired as AIG Specialists are either fully certified with an add-on license in AIG or are presently working on certification through an accredited college/university program.

All teachers have local professional development requirements that connect to their ongoing individual evaluation process. Administrators ensure classroom implementation during formal and informal evaluations.

Surry County Schools is currently developing a local, AIG certification program to strengthen instructional methods. The certification courses will be taught by AIG Specialists and other qualified staff members.
Elementary students are given talent development services in grades K-3. AIG-identified students in grades 4 and 5 receive pull-out services in reading and/or math.

Middle school students cross-team for compacted math and are in cluster groups for ELA instruction.

High school students choose to take Honors/Advanced Placement courses, college courses, and/or virtual courses. Students may also participate in Credit-by-Demonstrated Mastery to earn credit without seat time.

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

**District Response:** The Curriculum Team for Surry County Schools is comprised of the Assistant Superintendent for Curriculum and Instruction, the Elementary Director, the Secondary Director, and the Director of Digital Learning and Media. The team establishes professional development priorities and opportunities based on current student data and initiatives/goals established by the school, district, and state.

Current Initiatives include:
Curriculum Design Work for Math, ELA, Science, and Social Studies
Program Review and Professional Development for Cognitively Guided Instruction in Mathematics
Tier 1 Core Instructional Framework
Multi-Tiered System of Support (MTSS) for Total School Improvement
Professional Learning Communities (PLC) Increasing Collective Teacher Efficacy
SCS Leadership Framework

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

**District Response:** Professional Learning Communities (PLCs) allow AIG Specialists to plan and refine programming for their students.

Elementary AIG Specialists, middle school lead teachers, high school lead teachers/counselors, and the AIG Coordinator, meet in grade spans K-5 and 6-12 every other month to maintain consistency throughout the district. A focused agenda allows participants to stay informed of current information regarding identification and programming. Agendas and minutes for these meetings are shared via
the AIG Haiku Learning Management System.

AIG Specialists attend the NCAGT conference. Specialists share face-to-face in PLCs and via Google Docs about the sessions attended at the conference.

**Ideas for Strengthen the Standard:** Develop modules/courses that lead to local AIG certification.

Provide reimbursement for teachers who pass the AIG Praxis.

Offer professional development to all staff members addressing the academic, intellectual, social, and emotional needs of advanced learners.

Inform administrators and teachers on interpreting CogAT scores.

Audit high school schedules of AIG students to ensure participation in advanced coursework.

**Sources of Evidence:** Roster of AIG-certified personnel

Job descriptions/expectations of AIG personnel

AIG specialist schedules

Human Resources reports

Sign-in sheets

STAR rosters and evaluations

PLC agendas and minutes
Standard 5: Partnerships

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

Practice A
Develops 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: Elementary AIG Specialists communicate with parents during open house to relay information about programming for the year. At the end of the year, parents and specialists review student progress and revise the Differentiated Education Plan for the upcoming year. DEPs are designed to include academic, intellectual, social, and emotional goals for the student.

Middle school lead teachers communicate with parents during open house or another designated meeting to review student DEPs and make any necessary changes or additions. Middle schools also host a transition night for rising sixth grade students and families to understand what to expect in middle school.

High school students have a four-year plan and discuss with parents and counselors their academic plans during high school. Counselors make students aware of opportunities for advanced courses, college pathways, internships, as well as social/emotional support available to the student.

A district-wide parent night is held yearly at a central location. Invitations are sent to all parents/families and the meeting date is communicated on the district website and all social media outlets. An expert in the field is invited to speak and answer parent questions. Topics include social and emotional needs, characteristics of gifted learners, perfectionism, underachievement, and more.

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

District Response: The local AIG plan, along with information regarding referrals, identification criteria, procedures, and service options is located on the district website.

Other useful information provided on the website: AIG personnel and contact information, links to resources for parents, students, and teachers, and a copy of the AIG program brochure for Surry County Schools.
Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: The Advisory Council representation from our district demographics includes students, parents, teachers, administrators, central office staff, and community members. Each year the entire council is invited to meet for our district parent night. An expert in the field discusses topics we have found to be of interest or need for the district. The council meets in small groups in the east, north, and central districts for focus groups. These meetings are used for stakeholders to provide feedback in order to strengthen the program. The group also meets to prepare for and support the plan revision process every three years.

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

District Response: The district uses the Remind App to communicate on an ongoing basis the opportunities available to students, important upcoming events, and other relevant information.

The AIG Coordinator works with the ELL department to ensure important documents and information are translated and communicated in the parents’ native language.

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: Surry County Schools partners with Duke TIP to provide supplemental resources for students.

Institutions of higher education, such as Surry Community College, partner with area high schools to provide opportunities for students to take college courses and even earn associate’s degrees.

Local business and industry partners allow for internships for students and externships for teachers to learn what it takes to be successful in certain careers.

Ideas for Strengthen the Standard: Partner with ELL specialists to translate invitations and documents
**Sources of Evidence:** AIG plan

AIG documents

AIG page on SCS website

Invitations and sign-in sheets for parent events

Advisory Council presentations and sign-in sheets
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: In August 1996 the North Carolina General Assembly passed new legislation addressing the education of gifted children. Article 9B, part of Chapter 115 of the North Carolina General statutes requires each Local Education Agency (LEA) to develop a three-year local plan designed to identify and establish a procedure for providing appropriate educational services to academically or intellectually gifted students. The plan is approved by the local Board of Education and submitted to the State Board of Education for review and comments.

The 2019-2022 plan was developed in accordance with NC AIG Program Standards under the leadership of Dr. DeAnne Danley, AIG Coordinator and Mrs. Emily Wilmoth, AIG Lead Specialist. An AIG Advisory Board comprised of various school employees were a part of the team that suggests changes and updates to the plan. The Advisory Board is selected by the Assistant Superintendent of Curriculum and Instruction, AIG Coordinator, and AIG Lead Specialist. The AIG Advisory Board consists of:

Mrs. Jodi Southern ~ Principal, Rockford Elementary School
Mr. Randy Mays ~ School Psychologist
Mrs. Victoria Calhoun ~ Teacher Surry Early College High School
Mrs. Cammie Perez ~ EL Teacher, Dobson Elementary School
Mrs. Kara Parsons ~ Assistant Principal, Gentry Middle School
Mr. Toby Mitchell ~ AIG Specialist, Flat Rock Elementary and Franklin Elementary School
Mrs. Sarah Atkins ~ AIG Specialist, Rockford Elementary and Pilot Mountain Elementary School
Mrs. Maggie Benge ~ 5th Grade Teacher, Shoals Elementary School
Mrs. Emily Johnson ~ Math Teacher, Central Middle School
Mrs. Haley Zurita ~ School Counselor, North Surry High School

Feedback and stakeholder input is gathered via surveys, focus groups, self-assessment reflection, and Advisory Board meetings.

The Advisory Board meets to brainstorm and collaborate in order to effectively meet each standard. Members of the AIG Advisory Council gave input during focus group meetings to inform the current plan.

The SCS AIG plan addresses the six standards and multiple practices of the North Carolina AIG Program Standards. The 2019-2022 plan continues to give direction to create, facilitate, and initiate many educational opportunities for highly capable students through acceleration, enrichment, and
extension activities to provide an array of service delivery options to meet the diversity of students’ needs. The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12 (formally and informally identified).

The AIG Coordinator presents the revised plan and executive summary to the local Board of Education Curriculum Committee. This Committee seeks clarification, makes suggestions, and supports the plan to present to the Board of Education. The AIG Coordinator will present the executive summary of proposed revisions to the Surry County Board of Education at the June meeting for approval.

After approval from the local Board of Education, the AIG Plan is submitted to the State Board of Education for approval and feedback.

The AIG Coordinator and/or the Lead Specialist attends state/regional meetings and technical assistance webinars with the North Carolina Department of Public Instruction staff to support plan development and improvement.

**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:** Approval of the AIG plan by the Surry County Schools Board of Education is required before implementation of the plan occurs.

The AIG Coordinator and AIG Lead Specialist in conjunction with school administrators monitor implementation:

Elementary and Middle School ~ scheduling, identification of students matching the services students are receiving, and implementation of the appropriate curriculum including social and emotional learning.

High School ~ Auditing schedules of students who are in the AIG program to ensure students are taking Advanced Placement, Honors, and College Courses including social and emotional learning.

The AIG Coordinator and Lead Specialist monitor the writing, reviewing, and notification to parents of AIG students' DEPs and 4-Year High School plans through the database as well as student course schedules. During the 3-year cycle of the AIG plan, the AIG Coordinator and AIG Specialist conduct one audit of AIG records to ensure fidelity and consistency in identification procedures across the district. AIG Specialists and Lead Teachers review AIG records at their school and verify their headcounts with the AIG Coordinator and AIG Lead Specialist in the fall and spring of each year.

Informal evaluations take place during Elementary AIG Specialist and 6-12 AIG Lead Teacher meetings. By meeting periodically, those involved in the implementation of the program are able to continuously assess progress and make suggestions related to the program design and implementation. The AIG Coordinator and Lead Specialist also monitors the plan through school visits and through communication with school administrators.
The AIG Advisory Council and AIG Advisory Board has representation from multiple stakeholders, from each school district and meet at least twice per year for various purposes and elicit, ongoing feedback about the implementation of the AIG program.

An annual summary of progress is reported to the District Leadership Team, AIG Advisory Council, AIG Advisory Board and local Board of Education. This summary is posted on the AIG section of the Surry County Schools website.

**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:** State funds that are allotted for the local AIG program, according to state policy are monitored. The majority of the state AIG funding is primarily used for staffing purposes to pay for salaries. The remaining funds are used to pay for AIG Specialists travel, professional development, and resources aligning to current AIG plan.

The budget is maintained by the AIG Coordinator.

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

**District Response:** The Director of Testing and Accountability disaggregates data on AIG student performance and growth on End of Grade testing as requested by the AIG Coordinator. AIG benchmark test data is shared with AIG Specialists, Lead Teachers, and School Administrators throughout the year. The AIG Coordinator and Lead Specialist use this data to inform decisions on programming changes and improve the response to student needs.

The AIG Coordinator uses and shares performance data obtained from the College Board regarding Advanced Placement participation and performance to inform instruction and support. PSAT results are used to encourage participation in rigorous high school or college coursework.

Annual dropout data for AIG students are requested by the AIG Coordinator from the Director of Testing and Accountability annually.

**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: The AIG Coordinator and Lead Specialist regularly pull reports through PowerSchool and the AIG database to compare the demographic breakdown of the AIG student population in relation to the overall district and individual school populations. The performance of AIG students is monitored annually upon the release of EOG/EOC scores. An annual review may result in a change of service and also provides an opportunity to strategize solutions for students whose scores may indicate underachievement or insufficient growth.

The AIG Coordinator works with the English Language and Exceptional Children departments to ensure participation and performance of these subgroups are closely monitored.

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

District Response: The Human Resources department maintains a current list of AIG certified personnel. Information regarding AIG licensure credentials and completion of minimum LEA requirements is communicated annually to school principals.

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

District Response: The AIG Advisory Board meets at a minimum of once per year to evaluate the effectiveness of AIG programming and to monitor alignment with state expectations. The AIG Advisory Board provides support for program initiatives and offers suggestions for effective implementation.

Informal feedback is continuously gathered during AIG Specialist and Lead teacher meetings, curriculum meetings, and parent meetings. The AIG Coordinator has an open door policy to parents and teachers who want to discuss AIG concerns and suggestions.

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

District Response: The AIG Coordinator and AIG Lead Specialist gathers and evaluates multiple sources of data to analyze progress toward state goals and areas in need of improvement. This analysis is used to amend and enhance the AIG plan and program. The AIG Coordinator compiles and examines the following information for the purpose of decision making and planning:

Survey Responses
Self-Assessment
Parent, Teacher, School Administrator, and Student Focus Groups
Student Achievement Data
Student Growth Data
Advisory Board and Committee Input
Demographic Data Analysis
CogAT Screening Data
Advanced Placement Reports

Additionally, the AIG Coordinator and Lead AIG Specialist discuss the AIG plan and give suggestions during Elementary Specialists and 6-12 Lead Teacher meetings.
The AIG Coordinator and/or Lead AIG Specialists attend regional meetings several times a year to discuss the various standards and practices with other AIG Coordinators across our region and state. Articles and books are often suggested at the regional meetings that assist in continuous program improvement.

The AIG Advisory Board meets at least one time per year and the AIG Advisory Council meets at least two times per year to evaluate the effectiveness of the AIG program.

The Assistant Superintendent of Curriculum and Instruction along with the AIG Coordinator seek to complete an outside comprehensive program evaluation during the plan time period.

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

District Response: All data from the evaluation of the local AIG program gathered during the revision of the AIG plan is shared to the public through the Board of Education approval process. Once the plan is approved, the revised plan is posted on the district website.

Information and data are shared at the AIG Advisory Board Meetings and the AIG Specialists and Lead teacher meetings, including AIG demographic data and headcount numbers at each school.

AIG Subgroup and Accountability Data is public record and can be accessed on the North Carolina School Report Card.

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: Surry County Schools has a written plan of policies, procedures, and practices that safeguards the rights of all AIG students and families. This plan outlines identification and placement procedures,
reassessment procedures, transfer students, and a way to resolve disagreements.

Students who transfer into Surry County Schools from another district will be served through comparable services until records are reviewed by the MTSS school to determine local eligibility for gifted services. If parents or guardians have a disagreement concerning decisions regarding placement of their child, they shall first request in writing a meeting with the school-level team that made the questioned decision. This committee reviews all documentation and reports to the parent or guardian their decision in writing within 10 days of receipt of a request to review the decision.

If the parents are not satisfied with the review committee's decision, they may appeal in writing within 10 days of the decision to an Administrative Review Committee composed of the AIG Coordinator, the Assistant Superintendent of Curriculum and Instruction, and the Superintendent/Designee. They will review the case and respond to parents and the school-level committee in writing within 10 days of receipt of the appeal.

If the agreement is not resolved by the Administrative Review Committee, the school system will arrange for mediation with a trained mediator within 10 days of the decision. The Surry County Board of Education will accept written appeals within 10 days of the failure to reach an agreement through mediation. They will provide a written decision within 35 days of receipt of the request.

In the event that the procedure developed under G.S. 115C-150.7 fails to resolve the disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of this hearing will be limited to consideration of (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents in the event they prevail in a due process hearing.

**Ideas for Strengthen the Standard:** Audit high school schedules to ensure honors and advanced courses are being accessed by AIG students.

Partner with ELL and EC departments to monitor under-represented populations.

Increase opportunities for regular feedback from stakeholders.

**Sources of Evidence:** AIG Plan
Surry County Schools' website with AIG section

Disaggregated AIG data

Advisory Council sign-in sheets

Advisory Board sign-in sheets

Roster of AIG-certified personnel

Professional Development records

Differentiated Education Plans (DEPs)

Survey and Focus Group data

Board of Education presentations
Glossary (optional):

Appendix (optional):
AIG Identification Pathways for Grades 4-8 (AIG-3).pdf (Appendix - Standard 1)
AIG Identification Pathways for Grades 9-12 (AIG-4).pdf (Appendix - Standard 1)
Invitation to Conference- AIG-5.pdf (Appendix - Standard 1)
SCS AIG Identification Criteria 2019-2022 (AIG-2).pdf (Appendix - Standard 1)
SCS Referral Form.pdf (Appendix - Standard 1)
DEP 4-8 (Master Copy).pdf (Appendix - Standard 3)
IDEP (Master Copy).pdf (Appendix - Standard 3)