

Mission/Vision Statement and Funding

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Our Vision: iLEAD~ Learn, Engage, Achieve, Discover

Our Mission: Through positive relationships with ALL we are committed to empowering our students and employees to serve their communities and discover their purpose.

Our Values:

Learning

Diversity

Leadership

Opportunity

Safety

Service

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 436,112.00	* \$ 7,941.00	* \$ 9,330.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Surry County Schools is dedicated to maintaining a consistent and impartial approach to AIG screening, referral, and identification across the district. To ensure uniform implementation, the district has established clear procedures that are regularly monitored and refined based on data analysis and stakeholder feedback. The AIG Department collaborates with school-based MTSS teams to review identification practices, ensuring that screening tools, referral processes, and eligibility criteria are applied consistently across all schools. These teams, which include administrators, classroom teachers, AIG specialists, school counselors, and specialists in Multilingual Learners and Exceptional Children, meet regularly to evaluate student data and determine eligibility for AIG services.

The AIG Coordinator provides ongoing leadership and guidance by using district leadership team meetings as well as principal and assistant principal meetings to explain and clarify AIG procedures. The AIG Director meets with all AIG specialists and high school counselors to ensure consistency in implementation and a shared understanding of the referral process. Additionally, the AIG Specialist PLC meets monthly to collaborate, discuss their work, and align their practices with the AIG Director and the district AIG plan. AIG specialists provide training to school-level PLCs and MTSS teams, ensuring that staff members are equipped to recognize gifted characteristics and apply referral and identification processes effectively. Transition meetings between teachers and AIG specialists at different grade spans further support continuity and clear communication, allowing for a smooth and transparent identification process as students progress through grade levels.

To maintain consistency in screening and identification, assessments used in the process, including the administration of the CogAT to second graders and state EOGs for students in grades three through eight, are directed at the district level. This ensures that common procedures and standardized administration practices are followed across all schools. In addition to assessment oversight, AIG program leaders facilitate periodic audits of referral and identification data to identify trends and address any discrepancies between schools. These audits, along with structured professional development, ensure that all personnel involved in the identification process are using data-driven decision-making and adhering to district guidelines. By prioritizing training, collaboration, and data analysis, Surry County Schools ensures that AIG screening, referral, and identification processes remain fair, transparent, and consistently implemented across all schools, allowing every eligible student the opportunity to receive appropriate AIG services.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.

The School County Schools Academically or Intellectually Gifted (AIG) program establishes clear processes and criteria for student identification across all grade levels, providing multiple opportunities to recognize students' aptitude, achievement, and potential. The identification process follows distinct pathways tailored to developmental stages across three grade bands: K-3, 4-8, and 9-12. All students in kindergarten through third grade receive talent development and nurturing lessons each quarter using the Primary Education Thinking Skills (PETS) curriculum. These lessons, occurring four to six times annually, are delivered either by the AIG Specialist or by other designated staff who have received specialized training from the AIG Specialist. In addition to these whole-class enrichment opportunities, differentiated small groups continue to operate based on student needs identified through universal kindergarten screening, Amplify DIBELS benchmark assessments administered at the beginning, middle, and end of year, and placement results from Redbird Math and ALEKS programs. This comprehensive approach ensures all students receive foundational critical thinking instruction while still providing targeted enrichment for those demonstrating advanced learning potential. Students demonstrating exceptional needs may be referred for formal AIG identification. In this early grade

band, identification follows three pathways: Intellectually Gifted requires meeting one criterion of scoring at or above the 96th percentile on nationally normed aptitude/ability tests; Academically Gifted requires meeting two criteria from options including high achievement scores on IOWA or Woodcock-Johnson tests, qualification through the Checklist for Identifying Emerging Talents for AIG, or presenting a portfolio with performance artifacts; and the Academically and Intellectually Gifted pathway requires meeting both aptitude and additional performance criteria.

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*** Practice C**

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

Surry County Schools is committed to ensuring that AIG screening, referral, and identification procedures are responsive to the needs of underrepresented populations, aligning with the district's demographics and the diverse strengths of its students. Recognizing that traditional standardized assessments may not fully capture the gifted potential of all learners, the district has developed a comprehensive and balanced approach to identifying students who are culturally and ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, or twice-exceptional.

To support this effort, the district utilizes the MTSS Checklist for Identifying Emerging Talents for AIG as an integral part of the identification process. This checklist provides an alternative means of recognizing gifted characteristics in students who may otherwise be overlooked due to language barriers, disabilities, economic disadvantages, mobility, or behavioral concerns. The MTSS Team carefully reviews multiple data sources, including classroom performance, qualitative observations, and nontraditional assessments, to develop a complete profile of each student. By considering local norms and alternative indicators of giftedness, the district ensures that students have multiple pathways to demonstrate their potential.

For multilingual learners, the identification process takes into account their academic language acquisition in both English and their native language, using nonverbal ability assessments and classroom observations to identify advanced reasoning skills. Students with disabilities, particularly those who are twice-exceptional, are evaluated with accommodations in place to ensure that challenges in other areas do not overshadow their gifted abilities. Economically disadvantaged students and children experiencing homelessness are considered based on their resilience, adaptability, motivation, and engagement in classroom learning, rather than solely on access to external enrichment opportunities. Migratory education program students, who may experience educational gaps due to frequent school transitions, are assessed based on their rapid learning abilities, problem-solving skills, and demonstrated potential in a variety of settings. For students with behavioral concerns, the district looks beyond discipline records to identify those whose advanced reasoning skills, leadership abilities, and other qualities that would indicate gifted potential.

Collaboration among AIG specialists, classroom teachers, administrators, and specialists from the Multilingual Learners and Exceptional Children departments ensures that the screening and identification process remains consistent and reflective of the district's demographics. The district prioritizes open communication with families and educators, providing multiple opportunities for students to be referred for AIG services through teacher, parent, peer, and self-referrals. When students demonstrate indicators of giftedness but do not yet meet formal identification criteria, they may be placed on a watch list for continued monitoring and access to enrichment opportunities. By implementing these practices, Surry County Schools ensures that all students, regardless of background or circumstance, have the opportunity to be recognized for their strengths and supported in reaching their full potential.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	<5%	---	7.19%	---	7.64%

Male	---	---	<5%	---	---	---	8.64%
Total	25.64%	---	<5%	---	6.57%	---	8.14%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

Surry County Schools is dedicated to maintaining a consistent and fair approach to AIG screening, referral, and identification across the district. To ensure uniform implementation, the district has established clear procedures that are regularly monitored and refined based on data analysis and stakeholder feedback. The AIG Department collaborates with school-based MTSS teams to review identification practices, ensuring that screening tools, referral processes, and eligibility criteria are applied consistently across all schools. These teams, which include administrators, classroom teachers, AIG specialists, school counselors, and specialists in Multilingual Learners and Exceptional Children, meet regularly to evaluate student data and determine eligibility for AIG services.

The AIG Coordinator provides ongoing leadership and guidance by using district leadership team meetings as well as principal and assistant principal meetings to explain and clarify AIG procedures. The AIG Director meets with all AIG specialists and high school counselors to ensure consistency in implementation and a shared understanding of the referral process. Additionally, the AIG Specialist PLC meets monthly to collaborate, discuss their work, and align their practices with the AIG Director and the district AIG plan. AIG specialists provide training to school-level PLCs and MTSS teams, ensuring that staff members are equipped to recognize gifted characteristics and apply referral and identification processes effectively. Transition meetings between teachers and AIG specialists at different grade spans further support continuity and clear communication, allowing for a smooth and transparent identification process as students progress through grade levels.

To maintain consistency in screening and identification, assessments used in the process, including the administration of the CogAT to second graders and state EOGs for students in grades three through eight, are directed at the district level. This ensures that common procedures and standardized administration practices are followed across all schools. In addition to assessment oversight, AIG program leaders facilitate periodic audits of referral and identification data to identify trends and address any discrepancies between schools. These audits, along with structured professional development, ensure that all personnel involved in the identification process are using data-driven decision-making and adhering to district guidelines. By prioritizing training, collaboration, and data analysis, Surry County Schools ensures that AIG screening, referral, and identification processes remain fair, transparent, and consistently implemented across all schools, allowing every eligible student the opportunity to receive appropriate AIG services.

*** Practice E**

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

Surry County Schools ensures that all stakeholders have access to clear, accessible information regarding the AIG screening, referral, and identification processes. To keep school personnel, parents, families, students, and the broader community informed, the AIG screening, referral, and identification procedures are outlined in the district's AIG plan, which is available to all stakeholders. K-8 AIG specialists collaborate to create and distribute bi-annual newsletters, brochures, and other resources that explain the AIG processes. These materials, along with helpful links and documentation forms, are housed on the district website and included in the MTSS Guidebook, ensuring easy access for both educators and families.

In addition to online resources, K-8 AIG specialists engage with school personnel through meetings, emails, and PLC sessions to explain the referral process and clarify any questions regarding AIG services. Regular communication ensures that all staff members are equipped with the knowledge they need to identify and refer students who may benefit from AIG services. To further enhance understanding and support differentiation for gifted students, professional development sessions are provided for educators. These sessions focus on recognizing gifted characteristics and how to adjust instruction to meet the needs of AIG students. The professional development includes guidance on "look-fors" in the classroom to help teachers identify students who may need further

consideration for AIG services.

Communication with parents and families is a priority. The district ensures that parents are informed about the AIG screening and referral processes through clear, user-friendly materials, including an infographic that is distributed at orientation events. This infographic highlights key steps in the process, helping parents understand how their children may be identified and what support is available. The district also provides ongoing opportunities for parents to learn about AIG services through meetings, informational sessions, and direct communication. By utilizing multiple methods of dissemination—online resources, in-person communication, professional development for educators, and targeted outreach to families—the district ensures that all stakeholders are informed and engaged in the process of identifying and supporting gifted students.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

To ensure the AIG identification process is well-documented and transparent, all documentation related to screening, referral, and identification is systematically maintained and reviewed with parents and families. The AIG identification process and related procedures are clearly outlined in the district's AIG plan, which is available on the district website along with brochures, helpful links, and various documentation forms. These forms include the AIG Referral Form (AIG-1), the AIG Identification Criteria (AIG-2), and the AIG Identification Pathways (AIG-3 for grades 4-8 and AIG-4 for grades 9-12). The Referral Form captures key characteristics of giftedness through a checklist and provides space for additional comments or observations by the referring party. The Identification Pathways forms are designed to outline the specific criteria for gifted identification and document evidence supporting the identification decision, including standardized test scores such as CogAT/WISC-V and ITBS, as well as recommendations from the MTSS Team. Additionally, these forms ensure that parental consent for further testing or placement is obtained and documented. The AIG Specialist works collaboratively with the student, parents, and the MTSS Team to develop a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) based on the identification results. This plan is reviewed annually with the family to ensure ongoing communication and support. All documentation related to the AIG identification process, including referral forms, identification criteria, evidence, and DEPs, is securely maintained in the student's record for future reference and continuous support. To maintain consistency in screening and identification, assessments used in the process, including the administration of the CogAT to second graders and state EOGs for students in grades three through eight, are directed at the district level. This ensures that common procedures and standardized administration practices are followed across all schools. In addition to assessment oversight, AIG program leaders facilitate periodic audits of referral and identification data to identify trends and address any discrepancies between schools. These audits, along with structured professional development, ensure that all personnel involved in the identification process are using data-driven decision-making and adhering to district guidelines. By prioritizing training, collaboration, and data analysis, Surry County Schools ensures that AIG screening, referral, and identification processes remain fair, transparent, and consistently implemented across all schools, allowing every eligible student the opportunity to receive appropriate AIG services. For grades 9-12, identified students also receive a Differentiated Education Plan (DEP). The criteria for Intellectually Gifted (IG) identification is an age-level composite score at or above the 96th percentile on a nationally normed aptitude/ability test, such as the CogAT or WISC-V. Academically Gifted (AR, AM, AG) identification requires meeting two of the following: a grade-level achievement score at or above the 89th percentile on the IOWA test; an age-level achievement score at or above the 89th percentile on the Woodcock-Johnson test; an NC End of Course (EOC) score at or above the 85th percentile; a PSAT, SAT, or ACT score at or above the 89th percentile; a weighted GPA of 3.25 or higher; an Advanced Placement (AP) test score of 3 or higher; a completed Checklist for Identifying Emerging Talents for AIG with a minimum of five positive indicators across at least two categories; or a portfolio with a minimum of three performance artifacts. Students are identified as Academically and Intellectually Gifted (AIG) if they meet both the requirement of an age-level composite or subscore at or above the 89th percentile on an aptitude/ability test and one additional performance criterion from the Academically Gifted pathway. For all grade levels, the MTSS Checklist serves as a vital tool in ensuring equity in our identification process. The checklist may be used at any point in the identification process to support students with emerging AIG talents, particularly when traditional assessments may not fully capture their gifted potential. The MTSS Problem-Solving Team must complete the checklist, documenting evidence for each indicator and including this documentation in the student's AIG identification file.

*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Surry County Schools maintains a structured and intentional process for developing and documenting service plans that support the individual needs of AIG-identified students. In grades 4–8, a Differentiated Education Plan (DEP) is developed through a face-to-face meeting that includes the AIG specialist, classroom teacher, an administrator when appropriate, and the student’s parent or guardian. This initial meeting allows for a collaborative discussion about the student’s areas of strength, identified needs, and the differentiated services that will be provided. Parents help develop and sign the DEP during this meeting. The plan is reviewed annually to ensure that services remain aligned with student progress and evolving academic goals. Hard copies of the DEP are maintained at the school and provided to families as requested. At the high school level, students use a Four-Year Plan of Study to serve as their DEP, which is reviewed annually with guidance counselors and supported by AIG staff during registration to ensure proper placement in honors, AP, or dual enrollment courses. When needed, an Individual Differentiated Education Plan (IDEP) is developed for students who require more intensive support due to factors such as underachievement, attendance concerns, or behavioral needs. The IDEP includes specific academic and/or social-emotional goals and is created collaboratively with the AIG coordinator or lead specialist, school staff, and the student’s family. In grades K–3, while a formal DEP is not used, families are informed of the talent development services provided at the primary level. Parents receive communication about the skills and enrichment activities taught by the AIG specialist, and these services are designed to nurture potential in young learners. Additionally, an AIG Program Progress Report is sent home with each report card in grades 4–8 to keep families informed about the student’s participation in services aligned to the DEP. Collaboration with Multilingual Learner (ML) personnel also ensures that opportunities for differentiation are equitable and responsive to each student’s daily instructional needs.

*** Ideas for Strengthening the Standard**

The District MTSS team will continue to annually monitor and review the AIG (Academically or Intellectually Gifted) headcount to determine if adjustments to identification benchmarks are necessary. The district will also evaluate the AIG identification process. The district will collaborate with the Director of Accountability to review reports identifying high-performing students within each subgroup, aiming to more accurately identify Multilingual Learner (ML) students demonstrating rapid language acquisition. Furthermore, comprehensive professional development will be provided to school administrators, classroom teachers, and ML and EC (Exceptional Children) teachers on recognizing gifted behaviors and effectively nurturing giftedness.

Planned Sources of Evidence

* Student Folder, Student DEPs, and Student Quarterly Progress Reports	
* Infinite Campus Reports	
* District Website (Forms, Procedures, Brochure, and links to resources)	
* AIG Specialist Canvas Page, Agendas from AIG Staff Meetings, District MTSS Meeting Agendas, Parent/Guardian Session Agendas	

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Identification Pathways for Grades 4-8 (AIG-3) AIG Identification Pathways for Grades 9-12 (AIG-4) AIG Referral Form (Google Form PDF)

 [Grades K-12 Identification Pathways](#)

 [MTSS Checklist for Identifying Emerging Talents for AIG](#)

 [SCS AIG Pathways to Identification \(AIG-2\)](#)

 [SCS Referral Form \(AIG-1\)](#)

 [Invitation to Conference \(AIG-5\)](#)

 [SCS Portfolio Guidelines](#)

 [SCS 2025-2028 DEP \(Grades 4-8\)](#)

 [SCS 2025-2028 IDEP \(K-12\)](#)

 [AIG Glossary](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Surry County Schools is committed to nurturing the unique potential of our academically and intellectually gifted (AIG) learners across all grade levels, from kindergarten through twelfth grade.

In elementary school, kindergarten through third grade, we focus on identifying potential giftedness through a multi-faceted approach. We utilize DIBELS data to assess early literacy, math benchmarks to evaluate mathematical understanding, and rely heavily on teacher observations and student work samples to build a holistic picture of each child's abilities. The Cognitive Abilities Test (CogAT), administered in second grade, serves as an additional data point for formal AIG identification, which typically begins in fourth grade. Service delivery in these formative years emphasizes differentiated instruction within the regular classroom setting, where teachers utilize differentiated small groups and tiered assignments to meet the diverse needs of their students. We supplement this with targeted small group instruction for enrichment and extension, and AIG Specialists collaborate closely with teachers and media specialists to provide resources and support. Students engage in a variety of enrichment activities, including special projects, exposure to advanced content, and technology-based learning. To further expand their learning experiences, we offer experiential opportunities through field trips and the Surry County Schools Science Institute. We also cultivate curiosity and intellectual engagement through after-school clubs, including math competitions such as Sumdog, in addition to traditional clubs like Chorus, Art Club, and the SAVE Promise Team. Recognizing that some students may excel beyond their grade level, we provide opportunities for flexible cross-grade grouping, allowing these students to participate in flex groups with higher grade levels based on data-driven decisions. We are also committed to maximizing our impact with limited staffing by implementing strategies like peer tutoring, technology-based learning, and parent volunteer support.

As students progress to fourth and fifth grade, formal AIG identification takes place using CogAT scores and the data gathered in the earlier grades. Service delivery continues with pull-out resource time provided by AIG Specialists, differentiated instruction within the regular classroom, and ongoing collaboration between AIG Specialists and PLCs. Students continue to participate in enrichment activities, enhancement classes, STEM education, and media specialist programs such as book clubs and novel studies. They also benefit from experiential learning and individualized Differentiated Education Plans (DEPs). We expand opportunities for math competitions to further challenge and engage these students.

In middle school, grades six through eight, we employ AIG Specialists and AIG-licensed/endorsed teachers in ELA and math to serve our gifted learners. Students identified in ELA are placed in cluster groups with AIG-licensed/endorsed teachers for differentiated instruction, while those identified in math are enrolled in compacted math classes, allowing them to complete the middle school math curriculum by the end of seventh grade and take Math I in eighth grade. AIG Specialists collaborate with PLCs to provide enrichment activities and materials, and students participate in special projects and exposure to advanced content. Individualized DEPs guide their learning experiences. Every Surry County Schools student has the opportunity to apply to Meadowview Magnet Middle School, which offers an accelerated pathway where students can take four high school courses—English I, Earth & Environmental Science, World History, and Math I—rather than only Math I, which is the standard offering at other district middle schools. Middle school students can also participate in a variety of academic clubs, including Math Counts, Book Battle, Forensics & Debate, Quill, and HOSA, further expanding their opportunities for enrichment and intellectual challenge. We are committed to providing more direct instruction tailored to the needs of AIG learners within core classes.

In high school, grades nine through twelve, students have access to a wide range of opportunities, including encore classes and electives, an intervention/enrichment period, and diverse extracurricular activities. They receive individualized counseling, have access to honors and AP courses, and can participate in dual enrollment programs. We encourage them to pursue advanced learning opportunities through programs like the NC School of Science and Math and Governor's School, and we provide opportunities for internships and apprenticeships. Each summer, students of all grade levels can also take part in SCS Ignite Camps, where they engage in hands-on learning experiences led by professionals in their respective fields. These camps allow students to explore specialized subjects in an immersive environment while working alongside experts. Individualized DEPs guide their learning journeys. Surry Early College offers alternative pathways, and accelerated math courses are available for high-achieving students. We recognize that AIG students have diverse needs and motivations, and we strive to address the individual needs of all students, including those who are ML, MEP, SWD, or EC. We are committed to providing professional development opportunities for AIG teachers and are reviewing our AIG identification process, including the grade at which students are tested.

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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Surry County Schools prioritizes the holistic development of all students, including gifted learners, by explicitly teaching leadership attributes and addressing their social-emotional needs across grades K-12. This focus is embedded within the district's Strategic Plan, which emphasizes educating the whole child. To ensure comprehensive support, there is ongoing collaboration between the Curriculum and Instruction, Student Services, and Exceptional Children departments, leveraging the district's Multi-Tiered System of Supports (MTSS) structure and meeting schedules. School-level MTSS teams also work closely with district-level teams, including AIG specialists and media specialists, to ensure a cohesive and aligned approach to student support.

A cornerstone of this approach is the Surry County Schools Leadership Framework, which is implemented across all grade levels. This framework is designed to cultivate leadership skills by focusing on three key areas: "Leading Self," "Leading With Others," and "Changing Your World." Each area emphasizes specific attributes that contribute to students' personal growth and ability to positively impact those around them:

Leading Self: Self-Aware, Accountable, Resilient, Integrity
Leading With Others: Collaborative, Communicative, Active Listener, Considerate, Respectful, Accepting
Changing Your World: Visionary, Motivating, Encouraging, Confident

By embedding leadership development into everyday learning, Surry County Schools ensures that students not only excel academically but also develop the essential skills needed to thrive as responsible and impactful leaders in their communities and beyond.

This framework is integrated into the curriculum through locally developed lesson plans. Specifically, in elementary grades (K-5), the Leadership Framework is woven into daily instruction using age-appropriate activities and discussions.

In middle school (6-8), the Leadership Framework is further developed through compacted classes where AIG services are embedded, as well as through targeted lessons and activities facilitated by school counselors and teachers. PLC and MTSS teams work collaboratively to address the unique social and emotional challenges faced by gifted middle school students. Surry County has also trained middle school health and physical education teachers in the "Too Good for Drugs and Violence" program, strengthening the team effort to support students.

At the high school level (9-12), teachers, counselors, administrators, coaches, and school resource officers cultivate strong relationships with students, promoting a supportive and understanding environment. Parents/guardians are contacted if a student is identified as being in crisis, and follow-up support is provided by administrators, school counselors, or social workers. Differentiated Education Plans (DEPs) are used to address social-emotional needs, and Individual Differentiated Education Plans (IDEPs) are developed for students with more significant needs.

To identify and address student needs, the Panorama Universal Screener is used across all grade levels. School counselors, in collaboration with social

workers, nurses, behavior support specialists, and external providers, utilize this data to determine appropriate supports. Partnerships with community agencies facilitate access to more intensive counseling and therapy, sometimes provided on-site.

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*** Practice C**

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

In Surry County Schools, the AIG program is not a separate entity; it is woven into the very fabric of our educational approach. We believe that supporting our gifted learners is a shared responsibility, and that's why we have made sure the AIG program is deeply connected to our overall instructional program and resources.

Through resources like our advanced math curricula and opportunities for flexible grouping, students are diving deeper, exploring complex concepts, and engaging in projects that ignite their intellectual curiosity. Our AIG program strategically leverages district resources to enhance the learning experience for these students. Similarly, in our high school honors courses, AIG students are encouraged to pursue research-based projects, fostering critical thinking and a deeper understanding of the subject matter.

This integration extends beyond the classroom. Our AIG Director plays a pivotal role, sitting at the table with district leaders during Board of Education meetings, leadership team discussions, and principal/assistant principal gatherings. They're there to ensure that the needs of AIG students are considered in every decision regarding curriculum, funding, and policy. They're also proactive in reviewing and recommending policy changes, ensuring that our guidelines truly support gifted learners.

At the school level, our AIG Specialists are active members of the MTSS teams. They collaborate with teachers and support staff to identify and support gifted learners, ensuring that their unique needs are addressed within the school's overall support system. This collaborative approach ensures that AIG services are seamlessly integrated into the school's culture.

*** Practice D**

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

Surry County is committed to nurturing the unique potential of our Academically or Intellectually Gifted (AIG) students and those with advanced learning needs from their earliest educational experiences through their high school graduation. To achieve this, we employ a thoughtful and dynamic approach to intentional, differentiated small groups, ensuring that every student experiences meaningful growth and challenge.

In elementary schools, we focus on early identification and talent development. Through a combination of observation, assessments, and teacher input, we identify students who demonstrate advanced potential. We emphasize differentiated small groups within the regular classroom setting. This allows teachers to differentiate instruction, providing enrichment activities and challenging tasks to those students who are ready to move beyond the standard curriculum. We foster an environment of exploration and discovery, encouraging young learners to develop their critical thinking and problem-solving skills. We also utilize strategies to promote talent development in areas such as creativity, and leadership.

In middle schools, we build upon this foundation with the power of cluster grouping within general education classrooms. This method allows us to create a supportive cohort of AIG students, fostering a collaborative learning environment where differentiated instruction thrives. The process begins with meticulous identification, drawing upon standardized tests, teacher insights, and student portfolios. Once identified, AIG students are strategically placed within designated classrooms, forming these enriching clusters. Our teachers, equipped with specialized training, then utilize ongoing formative assessment data to inform differentiated small groups within the cluster. This might involve small group instruction for targeted skill development, independent projects that encourage deep exploration, or collaborative problem-solving activities that spark innovation. We remain vigilant in monitoring each student's progress, ensuring they are consistently challenged and receiving the support they need to flourish. Beyond the classroom, we offer subject-specific enrichment groups, providing opportunities for students to delve deeper into their areas of strength and passion.

As students transition to high school, our approach evolves to meet their expanding academic horizons. We offer a robust selection of Honors and Advanced Placement (AP) courses, providing rigorous academic challenges that stimulate intellectual curiosity and prepare students for future success. Placement in these courses is carefully considered, based on academic performance, standardized test scores, and teacher recommendations. We also recognize the transformative power of dual enrollment through the Career and College Promise (CCP) program. By partnering with local colleges, we empower students to earn college credit while still in high school, accelerating their academic journey and providing a taste of higher education. Information about CCP is readily available through guidance counseling, informational sessions, and online resources, and we provide personalized support throughout the application and course selection process. Even within our advanced courses, we remain committed to differentiated small groups, tailoring instruction to meet individual student needs through differentiated assignments, collaborative projects, and opportunities for independent research. For students with exceptional talents and interests, we facilitate independent study projects and mentorships with experts in their fields, allowing them to pursue their passions with dedicated guidance. And beyond the classroom, we encourage participation in academic competitions, clubs, and organizations, providing further avenues for advanced learning and collaboration.

*** Practice E**

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

Surry County Schools disseminates information about its Academically and Intellectually Gifted (AIG) program through multiple channels. The district website, located at www.surry.k12.nc.us, hosts the AIG plan, brochures, and forms under the 'Academically and Intellectually Gifted' section. The AIG Director provides regular briefings to the Board of Education, Central Office, and school leaders on AIG programming and regulations. School administrators and AIG Specialists share AIG updates during staff meetings, PLC sessions, and via digital communication. Parents receive AIG information during Open Houses, parent-teacher conferences, and district-wide parent nights. The district evaluates its communication methods and seeks feedback to ensure stakeholders have timely access to necessary information.

*** Practice F**

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

The district prioritizes a seamless K-12 educational experience for Academically or Intellectually Gifted (AIG) students, especially during transitions. At the start of each school year, AIG Specialists collaborate with Professional Learning Communities to discuss individual AIG student needs and instructional strategies. High school teachers are notified of AIG students via a PowerSchool flag, prompting review of student AIG folders, Differentiated Education Plans, and records. School data managers and AIG Specialists maintain communication for accurate AIG student identification and transfer records. The AIG Director coordinates a network of teacher and counselor representatives who use a standardized document to transfer AIG folders and student information between 5th and 6th, and 8th and 9th grades. Rising 6th and 9th-grade students and their families are invited to transition nights to learn about middle and high school environments and AIG services. High school counselors conduct transition visits at middle schools, and middle school AIG specialists transfer student information to high school counselors. Throughout the year, AIG specialists maintain regular contact with teachers to monitor progress and provide support, and a system allows teachers to easily communicate observations and concerns about AIG students to the AIG specialists.

*** Practice G**

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

Surry County Schools is dedicated to providing comprehensive acceleration opportunities for its AIG students, beginning with early entrance to kindergarten for those demonstrating exceptional readiness. As students progress, subject and grade acceleration are available, with detailed procedures ensuring fair access and personalized planning, including a strong emphasis on consistent district wide grade acceleration procedures. Meadowview Magnet Middle School and other eligible schools offer compacted content, enabling students to pursue high school-level coursework, and the district is committed to expanding these opportunities across all schools with consistent procedures. Credit by Demonstrated Mastery (CDM) allows students to earn high school credit through rigorous assessment, and dual enrollment through Surry Early College High School, CCP, and virtual options provides access to college-level courses, all with consistent district wide procedures. High schools further challenge students through honors and Advanced Placement (AP) courses. Beyond academics, the district will enhance career exploration opportunities through workplace visits and mentorship, and foster AIG peer interaction through quarterly field trips and events. The district will also review and refine its AIG identification process and ensure targeted, differentiated instruction in core classes. Continuous

monitoring and evaluation, along with active input from the AIG advisory board, will ensure the effectiveness and ongoing improvement of these acceleration programs.

*** Practice H**

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

In grades K-2, talent development is implemented through whole-group, differentiated instruction, ensuring all students are exposed to advanced learning opportunities. This includes enriching curriculum with open-ended tasks, problem-solving activities, and creative projects. Each month, teachers utilize formative assessment data to identify students demonstrating advanced potential, forming small, differentiated small groups for targeted enrichment. In third grade, differentiated small groups based on ongoing assessment and teacher observation is consistently employed to provide differentiated instruction. The AIG Specialist collaborates with Professional Learning Communities (PLCs), including regular education, Exceptional Children (EC), Reading, and Multilingual Learner (ML) specialists, to plan and implement lessons that are designed to meet the diverse needs of all learners and to find hidden talent. This collaborative approach ensures that students with emerging AIG talents receive advanced learning opportunities driven by student needs. Teachers utilize anecdotal notes/observations, formative assessment data, and student work samples to document evidence of advanced potential in all students. In third grade, differentiated small groups based on ongoing assessment and teacher observation is consistently employed to provide differentiated instruction. The AIG Specialist collaborates with Professional Learning Communities (PLCs), including regular education, Exceptional Children (EC), Reading, and Multilingual Learner (ML) specialists, to plan and implement lessons that are designed to meet the diverse needs of all learners and to find hidden talent. This collaborative approach ensures that students with emerging AIG talents receive advanced learning opportunities driven by student needs. Teachers utilize anecdotal notes/observations, formative assessment data, and student work samples to document evidence of advanced potential in all students. a=1

*** Practice I**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Building upon the foundational work in grades K-3, our talent development strategy for grades 4-5 centers on creating comprehensive learner profiles and implementing targeted frontloading. We utilize a multi-faceted approach to identification, combining data from kindergarten through third grade with ongoing classroom assessments, standardized test scores, and teacher observations. To ensure equitable access, teachers are trained in frontloading strategies, proactively introducing key concepts and vocabulary to strengthen foundational understanding before new units of study. Flexible grouping, project-based learning, and enrichment clusters further enhance differentiation. In middle and high school, we continue to refine our talent development approach, employing a systematic identification process that incorporates EVAAS data, classroom assessments, standardized tests, student interest inventories, and qualitative measures. Professional development for all teachers emphasizes recognizing advanced potential, differentiation, and the implementation of frontloading and pre-AP/IB/Honors strategies within their content areas. We provide diverse advanced learning opportunities, including honors courses, AP courses, dual enrollment, specialized electives, and student-led projects and clubs. Internship programs connect students with teachers and community members, particularly supporting those from underrepresented populations.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Surry County Schools is committed to enhancing and further developing the talents and interests of AIG students through targeted extra-curricular programming, both during and outside of the school day, with a clear focus on fostering advanced skills and deeper learning. While a wide variety of extra-curricular opportunities are available to all students across elementary, middle, and high school, these programs are strategically leveraged to meet the unique needs of gifted learners. Programs such as Robotics, Math Counts, Science Olympiad, and Quiz Bowl provide advanced challenges, encouraging complex problem-solving and critical thinking beyond the standard curriculum. Art Club, Debate, and academic competitions cultivate creativity and innovation, allowing AIG students to express original ideas and refine communication skills. Student Council, Honors Societies, and team-based activities like Battle of the Books foster leadership and collaboration. Furthermore, clubs and activities are supported to enable in depth exploration of individual passions, such as chess club, or advanced literature study. Staff members with specialized expertise volunteer their time to provide mentorship and advanced guidance, and connections to outside experts are made when possible. By intentionally connecting AIG students with these enriching experiences, Surry County Schools aims to nurture their exceptional abilities, promote academic growth, and prepare them for future success.

*** Ideas for Strengthening the Standard**

Quarterly Parent Newsletters: Develop and distribute quarterly newsletters for parents/guardians, offering insights, tips, and updates related to gifted education.
Quarterly Student Progress Reports: Provide parents/guardians with quarterly progress reports detailing their child's engagement and development within AIG programming.

Planned Sources of Evidence

* SCS AIG Canvas with AIG Programming and Plans

* Student DEPs and IDEPs

* District Transition Notes

Documents

Document/Link

Document Template

AIG Standard 2 Additional Resources

N/A

 [SCS AIG Progress Report](#)

 [AIG Glossary](#)

Standard 3: Differentiated Curriculum and Instruction

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The district's Academically and Intellectually Gifted (AIG) program represents a comprehensive commitment to identifying, supporting, and challenging students with exceptional abilities across all educational levels. At the heart of this approach is an understanding that student potential is multifaceted, dynamic, and requires a balanced approach to recognition and support. Student identification begins with a thoughtful and thorough assessment process that goes far beyond traditional standardized testing. The Cognitive Abilities Test will be administered consistently in second and sixth grades, with careful attention to reducing potential bias and ensuring comprehensive evaluation. The district recognizes that true potential cannot be captured by a single measure, instead embracing a holistic approach that considers multiple forms of evidence, including quantitative assessments, classroom performance, teacher recommendations, and student interests. A school-level team will serve as the cornerstone of program implementation and oversight. This interdisciplinary team will bring together school leadership, AIG specialists, counselors, classroom teachers, and representatives from special education and multilingual learning programs. During these meetings, the team will engage in comprehensive program review, ensuring that Academically and Intellectually Gifted (AIG) services remain responsive, effective, and aligned with student needs. Their work will focus on individual student progress, program evaluation, and continuous improvement. Service delivery will be intentionally differentiated to address the unique developmental stages and learning needs of students across elementary, middle, and high school levels. Elementary students will experience enrichment through pull-out programs, flexible classroom grouping, and project-based learning opportunities that ignite curiosity and challenge intellectual boundaries. Middle school services will expand to include advanced course offerings, specialized electives, and mentorship programs that provide deeper academic exploration. High school students will benefit from Advanced Placement courses, dual enrollment opportunities, independent study options, and comprehensive college and career preparation support. Accountability and transparency are paramount in this framework. The district will implement rigorous monitoring mechanisms, including quarterly progress reporting, standardized documentation protocols, and consistent communication between AIG specialists and classroom teachers. A digital tracking system will ensure comprehensive documentation of student progress and interventions, creating a clear, accessible record of each student's AIG journey. Professional development stands as a critical component of the program's success. Educators will receive ongoing training to recognize and support advanced learners, develop sophisticated differentiation strategies, and understand the complex social-emotional needs of gifted students. This commitment to educator growth ensures that the program remains dynamic, responsive, and deeply student-centered. Excellence remains at the forefront of the district's approach. The Academically and Intellectually Gifted (AIG) framework is designed to address historical barriers to identification and support, with explicit strategies to ensure representation across diverse student populations. Multiple pathways for identification will be established, with particular attention to supporting students with emerging AIG talents. The Academically and Intellectually Gifted (AIG) program embraces a philosophy of continuous improvement. Annual comprehensive evaluations will gather feedback from students, parents, and educators, creating a responsive system that adapts to emerging research and local needs. This approach ensures that the program remains flexible, forward-thinking, and deeply committed to celebrating each student's unique potential. Ultimately, the district's Academically and Intellectually Gifted (AIG) services are about more than academic acceleration.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

The district's AIG program identifies, supports, and challenges students with exceptional abilities through a multifaceted and balanced approach. Student identification involves a thorough assessment process beyond standardized testing, including the CogAT in second and sixth grades, alongside quantitative assessments, classroom performance, teacher recommendations, and student interests. A School-Level Gifted Services Team, comprising school leadership,

AIG specialists, counselors, teachers, and representatives from special education and multilingual learning, oversees program implementation and meets quarterly for review and improvement. Service delivery is differentiated across grade levels, with elementary enrichment through pull-out programs, differentiated small groups, and project-based learning. Middle school offers advanced courses and mentorship. High school provides Honors courses, Advanced Placement courses, dual enrollment, independent study, and college/career support. Accountability includes regular progress reporting, standardized documentation, and communication between AIG specialists and teachers. Ongoing professional development equips educators to support advanced learners and differentiate instruction. The program aims to address historical barriers to identification and support representation across diverse student populations through multiple pathways. Annual evaluations gather feedback for continuous improvement.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Surry County Schools is committed to supporting advanced learners through a comprehensive and intentional approach to resource selection and implementation. The district recognizes that gifted students require specialized educational resources that address their unique academic, intellectual, social, and emotional learning needs. To achieve this goal, the district will develop a strategic framework for identifying, acquiring, and implementing evidence-based resources that specifically target the development of academically gifted students. The district will create a resource library that encompasses a diverse range of high-quality instructional materials designed to challenge and engage advanced learners. These resources will be carefully curated to ensure they align with best practices in gifted education, including programs like Jacob's Ladder, Junior Great Books, and Primary Education Thinking Skills (PETS). The collection will be readily accessible through district curriculum guides, online platforms like Canvas, and comprehensive instructional units that provide teachers with flexible, research-supported learning tools. To support the holistic development of gifted students, the district will prioritize resources that not only enhance academic performance but also address social and emotional growth. This will include mathematical enrichment programs such as ALEKS/Redbird, Amplify Boost, Exact Path EdMentum, Elevation Station, and Khan Academy, alongside critical thinking resources like Perplexors and materials from the North Carolina Department of Public Instruction Instructional Resource Project. Additionally, the district will allocate dedicated planning time for AIG personnel to collaborate, evaluate, and continuously refine the resource selection process, ensuring that the materials remain current, engaging, and responsive to the evolving needs of gifted learners.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. The district's Academically and Intellectually Gifted (AIG) program is committed to fostering the development of durable skills and mindsets that are essential for post-secondary success. Drawing inspiration from North Carolina's Portrait of a Graduate framework, our approach is specifically tailored to support the unique learning needs of gifted students. We recognize that gifted learners require comprehensive skill development that goes beyond traditional academic achievements. Our comprehensive strategy integrates adaptability, collaboration, communication, critical thinking, creative thinking, empathy, learner's mindset, and personal responsibility across all curriculum units and content areas. By intentionally weaving these durable skills into the educational experience, we prepare students to navigate complex challenges and emerge as innovative, resilient leaders. Real-world contexts such as robotics, community service projects, and student-led initiatives provide authentic opportunities for skill development and application. Professional development plays a crucial role in our approach. Through targeted training like our district's Instructional and Leadership Frameworks, teachers learn to create learning environments that cultivate these essential skills. Educators are equipped to guide students in leading themselves, collaborating effectively with others, and understanding their potential to create meaningful change. Critical conversations, including student seminars, book club discussions, Forensics & Debate, and Math Counts, further enhance students' ability to think deeply, communicate effectively, and engage collaboratively. Strategic partnerships with community organizations provide additional avenues for skill development, offering internships, and real-world experiences that complement classroom learning.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. The district's Academically and Intellectually Gifted (AIG) program employs a comprehensive and dynamic assessment approach that prioritizes ongoing evaluation to enhance classroom curriculum and instructional strategies. Through a balanced assessment methodology, educators systematically measure students' diverse needs and abilities across multiple dimensions. Teachers receive targeted professional development to effectively administer assessments and collaboratively analyze data using established protocols such as Data Analysis and Multi-Tiered Systems of Support (MTSS) frameworks. Pre-

assessments serve as a critical foundation for driving instructional design, enabling educators to create flexible learning groups that respond to students' readiness levels, personal interests, and individual learner profiles. By continuously monitoring local and state assessment data, the district ensures a responsive and adaptive educational environment that supports students' academic growth. The assessment strategy encompasses a wide range of tools including benchmarks, North Carolina Check-ins, common assessments, literacy measures like mCLASS (incorporating DIBELS composite data), English language proficiency assessments like WIDA ACCESS, and specialized evaluation instruments such as Primary Education Thinking Skills (PETS) checklists. This comprehensive approach allows for nuanced tracking of gifted students' academic progression, providing educators with rich, actionable insights to personalize learning experiences and maximize each student's potential. The assessment process is designed to be both formative and summative, creating a holistic view of student learning that supports targeted, individualized instructional interventions.

*** Practice F**
 Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Surry County Schools recognizes that effective implementation of differentiated curriculum and instruction for AIG students relies on strong collaboration among educators and support staff. AIG specialists partner with classroom teachers, administrators, counselors, instructional coaches, and other key personnel to design and deliver instruction that addresses the academic and social-emotional needs of gifted learners. These collaborative efforts promote consistent use of research-based strategies such as curriculum compacting, flexible grouping, and enrichment opportunities tailored to students' individual strengths. In addition, AIG staff work alongside multilingual learner personnel, and MTSS teams to ensure that differentiation is inclusive and appropriately responsive to the diverse needs of all students, including those with dual exceptionalities or from underrepresented populations. Through ongoing communication and shared planning, all stakeholders contribute to a coordinated approach that supports high levels of engagement and growth for AIG learners.

*** Ideas for Strengthening the Standard**

Surry County Schools will strengthen its AIG plan by implementing a local AIG endorsement focused on designing engaging, scaffolded lessons that support all learners while challenging advanced students. Collaborative planning between AIG specialists and general education teachers will promote inquiry-based learning, real-world connections, and authentic extensions like internships and service projects. Additional efforts will include providing clear information for families, supporting course registration, and offering enriched instructional resources aligned with the NC Standard Course of Study.

Planned Sources of Evidence

* SCS Canvas with AIG Programming and Plans	
* Student DEPs/IDEPs	
* SCS AIG Teacher Endorsement Course	

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		 AIG Glossary

Standard 4: Personnel and Professional Development

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Surry County Schools Academically and Intellectually Gifted (AIG) program represents a comprehensive commitment to identifying, supporting, and challenging students with exceptional abilities across all educational levels. At the heart of this approach is a nuanced understanding that student potential is multifaceted, dynamic, and requires a sophisticated, balanced approach to recognition and support. Student identification begins with a thoughtful and thorough assessment process that goes far beyond traditional standardized testing. The CogAT will be administered consistently in second and sixth grades, with careful attention to reducing potential bias and ensuring comprehensive evaluation. The district recognizes that true potential cannot be captured by a single measure, instead embracing a holistic approach that considers multiple forms of evidence, including quantitative assessments, classroom performance, teacher recommendations, and student interests. A formal School-Level Gifted Services Team will serve as the cornerstone of program implementation and oversight. This interdisciplinary team will bring together school leadership, AIG specialists, counselors, classroom teachers, and representatives from special education and multi-lingual learning programs. During these meetings, the team will engage in comprehensive program review, ensuring that Academically and Intellectually Gifted (AIG) services remain responsive, effective, and aligned with student needs. Their work will focus on individual student progress, program evaluation, and continuous improvement. Service delivery will be intentionally differentiated to address the unique developmental stages and learning needs of students across elementary, middle, and high school levels. Elementary students will experience enrichment through pull-out programs, flexible classroom grouping, and project-based learning opportunities that ignite curiosity and challenge intellectual boundaries. Middle school services will expand to include advanced course offerings and specialized electives that provide deeper academic exploration. High school students will benefit from Advanced Placement courses, dual enrollment opportunities, independent study options, and comprehensive college and career preparation support. The district will implement rigorous monitoring mechanisms, including quarterly progress reporting, standardized documentation protocols, and consistent communication between AIG specialists and classroom teachers. A digital tracking system will ensure comprehensive documentation of student progress and interventions, creating a clear, accessible record of each student's advanced learning journey. Educators will receive ongoing training to recognize and support advanced learners, develop sophisticated differentiation strategies, and understand the complex social-emotional needs of gifted students. The Academically and Intellectually Gifted (AIG) framework is designed to address historical barriers to identification and support, with explicit strategies to ensure representation across diverse student populations. Multiple pathways for identification will be established, with particular attention to supporting students with emerging AIG talents. Annual comprehensive evaluations will gather feedback from students, parents, and educators, creating a responsive system that adapts to emerging research and local needs. The program is guided and implemented under the direction of the Assistant Superintendent of Curriculum and Instruction, with dedicated AIG-licensed educators serving as the lead coordinators. This individual is responsible for the comprehensive guidance, planning, development, implementation, revision, and ongoing monitoring of the local AIG program and plan, acting as a strong advocate for all gifted initiatives while remaining current on relevant legal issues. The AIG Director collaborates closely with AIG Specialists to ensure effective plan implementation, develops and delivers targeted professional development opportunities, and facilitates regular AIG Advisory Council meetings. Key responsibilities encompass making school assignments for AIG Specialists, conducting meetings to provide essential policy and program updates, leading a county-wide AIG Advisory Council to disseminate information and address inquiries, managing the AIG budget and actively pursuing supplementary funding, procuring high-quality, research-based resources for educators and students, maintaining accurate student records, participating in regional and state-level meetings, identifying and securing valuable professional development for AIG staff, maintaining open communication with the Surry County Board of Education, conducting site visits to observe AIG Specialists and offer constructive instructional feedback, performing internal audits to ensure program compliance and consistency, and leading the critical process of AIG plan revision.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

The district ensures that AIG-licensed and AIG locally endorsed specialists are actively engaged in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 AIG students, and furthermore, supports the implementation of the local AIG program and plan. The AIG Director oversees this engagement by reviewing submitted schedules of AIG Specialists, providing recommendations as necessary. Specialists conduct annual orientations for faculties, administrators, and parents/guardians, detailing the AIG plan and reviewing screening, identification, and placement procedures. Specialists also participate in the MTSS (multi-tiered system of support) team during the review and placement of gifted students, maintaining precise records of student referrals and identification. They collaborate with classroom teachers through PLC meetings, offering differentiated instructional strategies for gifted students. Delivery of these strategies occurs through various service options, including inclusion, pull-outs, interest groups, and independent study, tailored to student and teacher needs. Beyond academics, specialists incorporate lessons that support the implementation of the Surry County Schools Leadership Framework, fostering the holistic development of each student. Enrichment activities and competitions, such as Book Battle, Forensics & Debate Teams, Math Counts, Chess Club, Lego League, and Robotics, may be sponsored by AIG Specialists. Maintaining current gifted licensure/ local endorsement and participating in regular professional development opportunities are essential for these specialists.

*** Practice C**

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

The district ensures that all personnel involved in Academically or Intellectually Gifted (AIG) programs and services receive targeted and appropriate professional development. Professional development planning is a collaborative process, driven by curriculum and instruction staff in partnership with administrators, and is grounded in identified staff needs. To ensure consistent instructional practices, professional development also focuses on the district's common instructional framework. The Multi-Tiered System of Supports (MTSS) framework is emphasized, equipping staff to effectively identify and support students with varying levels of need. Additionally, the district provides training on the leadership framework, empowering administrators to champion AIG initiatives and create a culture of excellence. Thorough understanding of the district's identification criteria and procedures ensures comprehensive access to AIG services for all eligible students. Finally, training on Thinking Maps provides teachers with valuable tools for promoting higher-order thinking and visual learning. For classroom teachers, professional development will focus heavily on practical application of differentiated instruction, including curriculum compacting, tiered assignments, and differentiated small groups, as well as strategies to address the social and emotional needs of gifted students within the general education classroom. Instructional specialists will receive advanced training in program development, curriculum design, and data analysis, enabling them to provide effective support to teachers and students. Student services personnel will focus on understanding the unique social and emotional characteristics of gifted learners, and how to advocate for their needs within the school setting. School administrators will participate in training on leadership strategies for AIG programs, including program evaluation, resource allocation, and community engagement. These targeted professional development opportunities will ensure consistent and intentional implementation of the AIG program across the district, leading to improved outcomes for gifted learners.

*** 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.

Surry County Schools ensures that general education services for Academically and Intellectually Gifted (AIG) students are delivered by highly qualified personnel, in alignment with North Carolina Department of Public Instruction standards. All teachers designated as AIG Specialists hold a full AIG add-on license or have earned a local endorsement. To maintain high standards and promote continuous improvement, all teachers participate in local professional development that directly aligns with their individual evaluation process. Administrators play a crucial role in ensuring effective classroom implementation through formal and informal evaluations. Talent development services are provided to all elementary students in grades K-3, laying a strong foundation for future academic success. AIG-identified students in grades 4 and 5 receive targeted pull-out services in reading and/or math to address their advanced learning needs. Middle school students benefit from compacted math instruction through cross-team collaboration and are placed in cluster groups for English Language Arts (ELA) instruction, allowing for differentiated learning experiences. Additionally, enrichment time is utilized to provide further AIG services. High school students have the opportunity to pursue advanced coursework through Honors, Advanced Placement, college, and virtual courses. Furthermore, students can utilize Credit-by-Demonstrated Mastery to earn credit without traditional seat time, offering flexibility and personalized learning pathways. To ensure consistent and effective support for clustered AIG students within general education classrooms, teachers assigned to these clusters are expected to either possess or be actively working towards an AIG add-on license or local AIG endorsement.

*** Practice E**

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

The district will implement strategies to recruit and retain AIG-licensed and AIG locally endorsed professionals, with a focus on diversifying the educator pool. Specifically, elementary and secondary English Language Arts and Math teachers will be offered professional development centered on gifted education and best practices for gifted learners. These teachers will participate in a cohort model, fostering collaborative learning and ongoing support. To incentivize licensure, the district will provide opportunities to obtain a local AIG endorsement or reimbursement for successful completion of the Gifted Education Praxis exam. The district will actively recruit teachers to participate in these AIG licensure cohorts, ensuring that the needs of all gifted learners are met. Building upon this recruitment, the district will also implement intentional strategies to retain these valuable AIG-licensed and AIG locally endorsed professionals.

*** Practice F**

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

The Curriculum and Instruction team will implement a comprehensive professional learning initiative during required professional development days. This initiative will specifically address the need to foster excellence in gifted education by focusing on changing mindsets, policies, and practices. The professional development will provide teachers with opportunities to deepen their understanding of non-discriminatory identification and support practices, ensuring equitable access to gifted services. The goal is to build district-wide capacity, empowering educators to create a learning environment that recognizes and nurtures the diverse talents of all students.

*** Practice G**

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

The Surry County Schools Curriculum and Instruction Team, comprised of the Assistant Superintendent for Curriculum and Instruction, the Elementary Director, the Secondary Director, and the Director of Digital Learning and Media, ensures that professional development opportunities are strategically aligned with the goals of the local Academically or Intellectually Gifted program, existing district-wide initiatives, and research-based best practices in gifted education. This alignment includes providing educators with opportunities to deepen their understanding and refine their application of learned strategies. Current district initiatives such as curriculum design work for core content areas, program review and professional development for cognitively guided instruction in Mathematics, the Tier 1 Core Instructional Framework, the Multi-Tiered System of Support for Total School Improvement, Professional Learning Communities focused on increasing collective teacher efficacy, and the SCS Leadership Framework serve as key considerations in the development of professional learning experiences.

*** Ideas for Strengthening the Standard**

Surry County Schools will strengthen its AIG plan by implementing a local AIG endorsement focused on designing engaging, scaffolded lessons that support all learners while challenging advanced students. Collaborative planning between AIG specialists and general education teachers will promote inquiry-based learning, real-world connections, and authentic extensions like internships and service projects. Additional efforts will include providing clear information for families, supporting course registration, and offering enriched instructional resources aligned with the NC Standard Course of Study.

Planned Sources of Evidence

* Teacher Survey Data

* Student Survey Data

* Local AIG Endorsement Course

Documents

Document Template

N/A

Document/Link

-  [SCS Parent Feedback Survey.](#)
-  [SCS Student Feedback Survey.](#)
-  [AIG Glossary.](#)

AIG Standard 4 Additional Resources

Type

Standard 5: Partnerships

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The district is committed to cultivating partnerships with parents and guardians to effectively support the academic, intellectual, social, and emotional needs of Academically and Intellectually Gifted students. Elementary AIG Specialists initiate this partnership by sharing program information during open houses, followed by collaborative reviews of student progress and revisions to the Differentiated Education Plans (DEP) at the end of the academic year. These DEPs are intentionally designed to encompass academic, intellectual, social, and emotional goals for each student. Similarly, middle school AIG specialists engage parents and guardians during open houses or designated meetings to review and adjust student DEPs as needed. To facilitate a smooth transition, middle schools also host a transition night for rising sixth-grade students and their families, providing valuable insights into the middle school experience. At the high school level, students, their parents or guardians, and counselors engage in discussions regarding four-year academic plans. Counselors play a crucial role in informing students about advanced course options, college pathways, internship opportunities, and available social-emotional support services. To further foster these partnerships, the AIG specialist and teachers will hold annual individual parent meetings to evaluate student progress, assess areas of focus and growth, and discuss the DEP. Teachers and counselors will be empowered to proactively inform parents and students about higher learning opportunities available both within and beyond the traditional classroom setting, including specific details about relevant clubs and the timing of their meetings. To ensure transparency and a clear understanding of how AIG students are being served, the district will disseminate information regarding in-class support and extracurricular opportunities, particularly during key transition periods from elementary to middle and middle to high school.

*** Practice B**

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

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/guardians, students, and teachers, and a copy of the AIG program brochure for Surry County Schools. Gifted students need the support of working partnerships between school and others in the community, including parents/guardians. The AIG team has sought to form meaningful relationships with others to support the needs of AIG students. AIG specialists work throughout the year to develop and cultivate strong relationships with others so the needs of gifted learners can be met. Specialists meet with parents/guardians on a bi-yearly to initiate and review DEPS and IDEPS. Newsletters and emails are sent to parents/guardians throughout the school year to inform them of what is going on in the AIG classroom. The AIG department has worked with various community partners including the Surry County Schools Educational Foundation, Surry Community College, Surry-Yadkin Works, etc. as it looks to continually expand services and options for students. We also participate in a grant that provides a Girls in STEM experience through Wake Forest University Bowman Gray School of Medicine. Our gifted learners also have opportunities to participate in NCASA events such as Math Counts, Forensics and Debate, Quiz Bowl, Arts Showcase, Robotics and Lego League. Students also have the opportunity to participate in county wide events such as ArtsWow, Math Counts, Forensics and Debate, Spelling Bee, Science Fair, Honors Chorus, and Honors Band. Our high school students also are provided time and opportunity to mentor students in early literacy programs. The AIG department plans to have experiences like these continue so that more students can have the opportunity to participate and/or compete at higher levels.

Advanced high school students have several internship and learning opportunities available to them through Surry-Yadkin Works partnership and with the Surry County Partnership for Economic Development (apprenticeships), Surry Community College (summer camps, course offerings, etc.) and local hospitals (camps, programs). Students are also involved in serving alongside several local government agencies, such as Juvenile Crime Prevention Council. AIG specialists and other AIG support staff will continue to seek out opportunities for partnerships in the community to enhance and grow the AIG program.

*** Practice C**

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

The AIG Advisory Council representation from our district demographics includes students, parents/guardians, teachers, administrators, central office staff, and community members. Each year the entire council is invited to meet for our district parent/guardian night. During this meeting, all participants have the opportunity to provide feedback, which helps to strengthen the program and keep parents/guardians aware of services provided and any program changes. The council also meets to prepare for and support the plan revision process every three years.

*** Practice D**

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

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

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

The district is committed to proactively informing all students, parents/guardians, and the wider community about the local Academically and Intellectually Gifted (AIG) Plan, the specific services offered through the AIG program, the established policies and procedures concerning advanced learning and gifted education, and the various pathways for students to access these enriching opportunities. This communication will be continuous and tailored to address the diverse language and other individual needs present within the community. To ensure transparency and easy access to information, the comprehensive local AIG plan, including details regarding referral processes, identification criteria, service delivery models, and available options, is readily accessible on the district's website. Recognizing the importance of linguistic diversity, the AIG Coordinator collaborates closely with the Multilingual Learner (ML) department to guarantee that critical documents and information are accurately translated and effectively communicated in parents/guardians' native languages. The AIG department employs a multifaceted approach to share relevant information with all stakeholders, including the district website, presentations at the beginning of the academic year faculty meetings, regular newsletters, individual teacher/parent/guardian conferences, and annual parent/guardian meetings. To enhance public understanding of AIG initiatives and achievements, the AIG department also works in partnership with the school system's communications coordinator to ensure the timely release of informative updates highlighting the accomplishments of students, teachers, schools, and the department as a whole. The Surry County Communications Coordinator and the District AIG Director jointly maintain the AIG webpage, which serves as a central online resource providing community members with contact information, the current district AIG plan, detailed AIG policies and procedures, and other information relevant to AIG students. The county website will continue to host this dedicated AIG webpage, ensuring ongoing access to current information. Additionally, the district leverages its social media platforms, including Facebook, Instagram, and X, to share AIG-related news and updates with the broader community. AIG elementary specialists develop and distribute quarterly newsletters to the homes of AIG students, featuring articles of interest and providing insights into the activities and learning experiences facilitated by the specialists, thereby keeping parents/guardians regularly informed about their students' AIG engagement. Surry County Schools also utilizes the School Messenger calling system, enabling AIG specialists, in collaboration with the AIG Director and their school principals, to send recorded phone messages to targeted groups of students and parents to announce upcoming events and share important information. Recognizing the value of direct interaction, K-8 specialists may request face-to-face conferences for annual reviews, while high school specialists may schedule meetings to assist students with developing four-year academic plans or to review and adjust their schedules as needed. Specialists also ensure that relevant information from the local AIG plan, such as identification and nurturing procedures for talent development and the critical role of differentiation for gifted learners, is shared with their school colleagues during faculty and grade-level meetings. The AIG Director engages in regular meetings with school principals and instructional facilitators to discuss various curriculum topics, with a specific focus on AIG. To further enhance public awareness, the county will

produce an informative AIG brochure that summarizes and highlights key aspects of the AIG program. To ensure fair access to information, all communication materials—including School Messenger calls and printed documents—will be translated as needed to meet the diverse language needs of our community.

*** Ideas for Strengthening the Standard**

To further enrich the educational journey of our AIG students, the department will continually seek out and establish meaningful partnerships within our community. These collaborations will aim to provide unique learning opportunities, internship possibilities, and avenues for students to apply their advanced skills in authentic contexts.

Planned Sources of Evidence

* Parent/Guardian Surveys	
* Quarterly Newsletters	
* Meeting Notes/Agendas	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		SCS AIG Brochure AIG Glossary

Standard 6: Program Accountability

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Surry County Schools engages in a comprehensive and cyclical process to develop and revise its written Academically or Intellectually Gifted (AIG) plan, ensuring alignment with North Carolina state legislation and the State Board of Education policy as outlined in N.C.G.S. § 115C-150.5-.8 [Article 9B]. This process, undertaken every three years, is informed by a program evaluation and incorporates feedback from various stakeholders. Surveys are administered to students and parents across all grade levels to gather their perspectives, while school administrators and the AIG Advisory Board provide input through meetings and ongoing discussions. Relevant data are collected and analyzed, and AIG specialists and the district AIG coordinator conduct a self-assessment to identify areas of strength and potential growth. To further enhance the plan's quality and adherence to best practices, the district AIG coordinator actively participates in state and regional meetings and engages in relevant webinars. Drafts of each standard within the plan are shared with AIG specialists, the AIG Advisory Board, and representatives from school and district administration to solicit additional feedback and ensure a collaborative approach. Ultimately, the AIG plan, reflecting the comprehensive program evaluation and stakeholder input, is presented to the local Board of Education for approval before its submission to the North Carolina Department of Public Instruction for review and comment.

*** Practice B**

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

The district ensures the implementation of the local Academically and Intellectually Gifted (AIG) program and plan aligns with current legislation and state policies to guarantee consistent application of all AIG program elements. In Surry County Schools, this monitoring is primarily the responsibility of the AIG specialists and the district AIG coordinator. The plan is disseminated to all stakeholders, with any revisions highlighted during principals' meetings, faculty meetings, and similar forums. School-level Gifted Services Teams, guided by AIG specialists, are instrumental in ensuring implementation of the plan within each school. AIG specialists maintain regular communication with classroom teachers to verify that the needs of AIG students are being addressed effectively. School and district administrators consult the plan during their planning processes for clarification and review AIG student performance data at the school level. The local AIG plan is a point of reference during district AIG specialist work sessions, where progress toward achieving the plan's objectives and strategies for plan enhancement are discussed. The plan is also referenced during parent and guardian events throughout the year, and annual surveys of parents, guardians, and students are conducted to gather valuable feedback.

*** 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.

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' professional development and resources aligning with the current AIG plan. The budget is maintained by the Assistant Superintendent for Curriculum and Instruction.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to

recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

At the school and district level, an AIG headcount is conducted annually to ensure accurate data regarding formally identified students. The Director of Accountability and Student Information does a "data dive" with district and school leaders with both district and school level data at least annually, and the state test data includes AIG as a subgroup for analysis. At the school and class level, data is monitored with locally developed common assessments and NC Check-Ins. EVAAS information is used when analyzing AIG student data and teacher effectiveness with higher level students. Advanced Placement (AP), ACT, and SAT test scores are also monitored at the high school level, as they impact college credit and inform readiness and/or college acceptance. Efforts are in place to increase the graduation cohort rate. Student dropouts are monitored by a dropout prevention team that reviews each individual student with the contributors and context for dropping out and helps problem-solve to improve the graduation rate.

*** Practice E**

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

The district maintains and utilizes current data regarding the credentials of personnel serving kindergarten through twelfth-grade Academically and Intellectually Gifted (AIG) students to ensure alignment with the goals and strategies outlined in the local AIG plan. The Human Resources Department is responsible for maintaining information pertaining to licensure and the completion of professional development necessary for renewal. Currently, AIG specialists and the district AIG coordinator hold state certification/local endorsement in AIG, and Surry County Schools is actively working to increase the number of regular classroom teachers who possess additional training and certification in gifted education through initiatives such as a local endorsement course that offers the option to take the Gifted Learning Praxis exam. The district AIG coordinator collaborates closely with the HR Department to monitor the credentials of all personnel serving AIG students, which includes teachers with AIG certification, Advanced Placement certification, and those participating in or having completed the hybrid course designed to meet local AIG requirements. Updated lists of these qualified personnel are shared with school administrators to inform master scheduling decisions and ensure appropriate qualifications for serving AIG students. School administrators also utilize observation data and EVAAS data as part of this process.

*** Practice F**

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

Surry County Schools ensures that it maintains and utilizes current data regarding the credentials of all personnel serving kindergarten through twelfth-grade Academically or Intellectually Gifted students, aligning this information with the goals and strategies articulated within the local AIG plan. Annual surveys designed for AIG students and their parents or guardians are distributed across grade spans, providing schools and specialists with specific data for their review, while district-level data is analyzed by AIG specialists, the coordinator, and the AIG Advisory committee. Parent and guardian representatives contribute valuable insights through discussions held during district AIG Advisory meetings. Furthermore, feedback is gathered during annual Differentiated Education Plan (DEP) meetings, parent-guardian-teacher or parent-guardian-administrator conferences, as well as curriculum and parent nights hosted at the school level. AIG specialists also regularly seek feedback from students both informally through classroom discussions and formally via surveys at the elementary and middle school levels. AIG specialists collaborate closely with regular classroom teachers, school administrators, counselors, and other support staff within their assigned schools. The district AIG coordinator holds regular meetings with the AIG specialists, who contribute ideas for program enhancement based on the feedback they have collected from stakeholders, along with their professional observations and insights. The AIG coordinator also engages in regularly scheduled meetings with principals and district leadership, where discussions include the AIG program and strategies for continuous improvement.

*** Practice G**

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

The district actively seeks regular feedback from a variety of stakeholders, including students, parents or guardians, families, and teachers to gain insights into the ongoing implementation and effectiveness of the local Academically and Intellectually Gifted program. This practice is essential for supporting continuous program improvement efforts. To ensure a comprehensive evaluation of the AIG plan, the district examines various data points, such as achievement data of the AIG subgroup, headcount data with demographic information at both the district and AIG subgroup levels, annual survey data collected from AIG students

and their parents, information on course offerings and rigor at the high school level, and the AIG credentials held by personnel. The AIG Advisory Board analyzes survey data, considering both quantitative ratings and qualitative comments.

*** Practice H**

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

The district facilitates a thorough evaluation of the local Academically and Intellectually Gifted program by employing various data sources. This comprehensive evaluation informs the revision of the local AIG plan every three years. The district ensures transparency and collaborative improvement by sharing the local AIG program evaluation data with school and district personnel, students, parents, guardians, families, and other community stakeholders. State test data (with AIG subgroups), ACT, and SAT results are reported by the Director of Accountability and Student Information to the Board of Education annually. AIG headcount data is shared with school/district leaders, with aggregate headcount data (including demographic breakdown) shared with the AIG Advisory Board. Survey results from students and parents/guardians are shared with AIG specialists, the AIG Advisory, and school/district staff. District data is shared with all stakeholders. The updated AIG plan, along with information from the self-assessment that informed the revisions, is presented to the Board of Education for review and approval. Once approved, the local AIG plan is posted on the district website.

*** Practice I**

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

The LEA plan includes: informed consent regarding identification and placement; reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. 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/guardians 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/guardians 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(b)(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/guardians in the event they prevail in a due process hearing.

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*** Ideas for Strengthening the Standard**

The district will continuously seek feedback and involvement from stakeholders to ensure that partnerships evolve alongside program goals and student needs.

Planned Sources of Evidence

* Board of Education Approval and Signature Linked in Documents

* AIG Advisory Notes and Surveys

* Parent/Student Surveys

Documents

Document/Link

Document Template

AIG Standard 6 Additional Resources

N/A

 [AIG Standard 6 Additional Resources](#)

 [AIG Standard 6 Additional Resources](#)

 [AIG Glossary](#)

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* Approved by local Board of Education on:

05/05/2025 

AIG Related Documents

Surry County Schools (860) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

Type Document Template Document/Link

Local Board of Education Approval Signatures [Upload at least 1 document(s)]  [Local Board of Education Approval Template](#)  [Local AIG Plan Approval Signatures](#)

Optional Documents

Type Document Template Document/Link

AIG Standard 1 Additional Resources N/A

-  [AIG Identification Pathways for Grades 4-8 \(AIG-3\)](#)
-  [AIG Identification Pathways for Grades 9-12 \(AIG-4\)](#)
-  [AIG Referral Form \(Google Form PDF\)](#)
-  [Grades K-12 Identification Pathways](#)
-  [MTSS Checklist for Identifying Emerging Talents for AIG](#)
-  [SCS AIG Pathways to Identification \(AIG-2\)](#)
-  [SCS Referral Form \(AIG-1\)](#)
-  [Invitation to Conference \(AIG-5\)](#)
-  [SCS Portfolio Guidelines](#)
-  [SCS 2025-2028 DEP \(Grades 4-8\)](#)
-  [SCS 2025-2028 IDEP \(K-12\)](#)
-  [AIG Glossary](#)

AIG Standard 2 Additional Resources N/A

-  [SCS AIG Progress Report](#)
-  [AIG Glossary](#)

AIG Standard 3 Additional Resources N/A

-  [AIG Glossary](#)

AIG Standard 4 Additional Resources N/A

-  [SCS Parent Feedback Survey](#)

 [SCS Student Feedback Survey.](#)

 [AIG Glossary.](#)

AIG Standard 5 Additional Resources

N/A

 [SCS AIG Brochure](#)

 [AIG Glossary.](#)

AIG Standard 6 Additional Resources

N/A

 [AIG Standard 6 Additional Resources](#)

 [AIG Standard 6 Additional Resources](#)

 [AIG Glossary.](#)

Glossary

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Phrase	Definition