

Scotland County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Scotland County Schools local AIG plan is as follows:

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

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

Program Goals:

- o To utilize a range of assessment instruments to recognize the students who are AIG within the Scotland County School System.
- o To provide opportunities for enrichment for AIG learners.
- o To provide an array of service options to meet the diverse needs of the students who are recognized as AIG in the Scotland County School System.

8/8/2013

- o Provide on-going professional development opportunities to all Scotland County educators of AIG students.
- o Prepare educational personnel to meet the diversity of AIG learners for the 21st Century, i.e. differentiation, problem-based learning and social-emotional needs.
- o Create and extend opportunities for parents and community involvement with AIG learners.
- o Monitor the success of services for AIG learners in meeting identified student needs.
- o Evaluate the various components of the AIG program to facilitate continuous improvement.
- o Collaborate with regular educators to improve the learning experience for all students.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$302071.00	\$0.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Maintained Practice for 2013-2016.

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

Scotland County Schools AIG Program has a very clear and precise screening, referral and identification process that has been communicated to the teachers, administration, parents and students through brochures, meetings and websites.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1) AIG brochures have been updated and available at each school.

2) AIG plan and information has been added to the Scotland County School website.

3) School AIG facilitator present AIG information to the school staff each year.

4) SCS has improved communication between AIG staff and Guidance staff when students transfer to SCS.

5) Will continue to improve the communication at Scotland High School with parents/students regarding honors/AP classes/ Governor school and other important information.

N/A

N/A

Planned Sources of Evidence: AIG pamphlet

Website link

Newsletter created and distributed

Minutes from Faculty meetings and Parents night.

An SHS newsletter to be distributed to the AIG students and parents a minimum of twice a year.

Other Comments: N/A

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures

that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Scotland County Schools will screen students in the following ways:

1. Review assessments and test data to create screening pools
2. Continue to observe classes for students who show exceptional abilities
3. Review class grades and performances

Scotland County Schools will use the following indicators in various combination to determine those students who are gifted and in need of differentiated educational services. To qualify for services in the academically gifted program, a student must meet the criteria in 3 of the 4 areas on the Frasier Talent Assessment Profile (FTAP)

- 1) Student Achievement - to be eligible in this area, a student must have at least one of the two areas (reading or math) at or above 88%ile.
- 2) Student Aptitude - to be eligible in this area, a student must have at least one of the three areas (verbal, quantitative, or Full Scale) scores at or above the 88%ile.
- 3) TAB (Traits, Aptitudes and Behaviors)- to be eligible in this area, a student must have at least 3 of the 10 traits, aptitudes and behaviors with a stanine score of 8-10.
- 4) GRS (Gifted Rating Scale) - to be eligible for this area, a student must have at least 3 of the 5 areas of giftedness at or above the 88%ile.

All the screening, identification and placement information is placed in a school AIG folder inside the cumulative folder at the school. Copies of all the information are placed in a folder at the Central Office within the Diagnostic Center.

N/A

Planned Sources of Evidence: See appendix for forms.

TAB form: Traits, Aptitudes and Behaviors

GRS form: Gifted Rating Scale

Invitation to Conference

Parent/Guardian Consent For Evaluation

Due Process Procedures

AIGS: Summary of Evaluation Results

FTAP: Frazier Talent Assessment Profile

Additional Testing AIG Form

Independent Evaluation For AIG Program

Nominations, Identification and Placement Procedures

Other Comments: N/A

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools continues to expand the search for students in innovative ways as a means of increasing/expanding diverse representation. SCS uses a variety of screening and referral procedures throughout the school year to assist in the identification of gifted students. Data is collected regarding student achievement, student aptitude and observations.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

Student search includes all activities designed to review the general population of students at each school to see which students may need further assessment and/or eventual placement in the differentiated services of gifted education. Search procedures should be comprehensive and easy to accomplish. Particular attention during the search should be given to all potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations. Information collected during this phase should lead to either further assessment or to services at this time. This process will establish the pool for nominations. Should the decision be made to collect more information, parents will be notified. When a student is not recommended for further assessment or nomination, some documentation will be placed in the student's file. This documentation should alert future teachers that this student has shown some indication of potential giftedness and deserves to be monitored to determine if the process should begin again. The search strategies will include the following:

1) An annual aptitude screening of all third grade students. This screening should take place in the Fall of each year using the Cognitive Abilities Test as the screening tool. (This stage of screening will

continue as funding permits.) Each school's AIG Facilitator will be responsible for charting the scores of each third grade student on the appropriate form. These scores will be examined for potential AIG nominations.

2) An annual broad-based sweep of the general population (e.g. a review of standardized test scores at the 88thile or above). By November of each year the AIG Facilitator at each school should complete the EOG Tally Sheet for the 4-8 class, recording the names and scores of those students who scored at or above the 88th percentile on the EOG tests the previous year.

3) A referral-seeking process to request input from teachers, parents and others who may have knowledge of the student's learning needs. The school AIG facilitator is responsible for providing the appropriate forms and directions for completing the forms to each teacher in grades 3-8. The AIG facilitator should collect the completed forms and examine them for potential AIG nominations.

4) Each guidance department will alert the AIG Facilitator of transfer students upon enrollment in the system to ensure rapid attention to individual needs. PowerSchool alerts each school of the legal identification in the previous school in North Carolina

The student nomination process is used to determine the eligibility of students for differentiated services provided by gifted education. The nomination process shall be based on the multiple indicators of giftedness.

Data will include:

1) Student Achievement - documented by scores on annual testing and formal assessment; (Woodcock Johnson III, Iowas Tests of Basic Skills)

2) Student Aptitude - documented by scores on formal assessments (Cognitive Ability Test of Basic Skills, WISV-IV)

3) Observation of Student - documented by the use of the "Traits, Aptitudes, and Behaviors" (TAB) worksheet, based upon knowledge of the student for at least one grading period

4) Characteristics of giftedness (Intellectually, Academically, Creativity, Leadership, and Motivation) documented by the Gifted Rating Scale

Planned Sources of Evidence: See appendix for forms.

End of Grade Tally Sheet

Cognitive Ability Test Tally Sheet

Nomination Forms

Other Comments: N/A

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools continues to expand the search for students in innovative ways as a mean of increasing/expanding diverse representation. SCS uses a variety of screening and referral procedures throughout the academic year to assist in the identification of gifted students. Data is collected regarding student achievement, student aptitude and observations.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Scotland County Schools plans to offer school personnel training in the characteristics of giftedness.

Train new teachers in the best practices for consistency of implementation of the AIG program.

Staff development for the school AIG committee members, guidance counselors and administrators.

Completion of the form that will highlight K-2 students that need nurturing.

Scotland County Schools will be implementing a program for K-2 that will help screen students for the AIG program at an earlier grade.

N/A

N/A

Planned Sources of Evidence: Roster of school personnel who attend the informational training.

Copies of information distributed at the meetings.

Baum's Teacher search list to be completed by K-2 teachers to highlight students who show signs of giftedness.

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Scotland County AIG Plan addresses the rights of AIG students and their parents/families. As stated in Article 9B a procedure is in place to resolve disagreements between parents/ guardians and the local school administration when a child is not identified as an academically/intellectually gifted student or concerning the appropriateness of services offered to the AIG student.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The procedure is outline in the Due Process Procedures Handout. These guidelines will also be provided in a Spanish translation to more appropriately reach our Hispanic population. The following steps outline the procedure to resolve disagreements between parents or guardians and the Scotland County Schools when a child is not identified as academically or intellectually or concerning the appropriateness of services offered to an academically or intellectually gifted student.

SCOTLAND COUNTY SCHOOLS
DUE PROCESS PROCEDURES
ACADEMICALLY OR INTELLECTUALLY GIFTED

1. The parents or guardian requests, in writing, a conference with the School Site AIG Committee for Gifted Education of the school attended by the child. The School Site AIG Committee holds the conference within five school days of receipt of the request and responds in writing within five school days of conference with his or her decision.
2. If the disagreement is not resolved at the School Site AIG committee conference, the parent or guardian may make a written request within five days of receipt of the committee's decision for a conference with the school site principal. The principal grants the conference within five school days of the request and responds to the parent or guardian within ten school days.
3. If the disagreement is not resolved by the school site principal, the parent or guardian may appeal the principal's decision in writing to the Superintendent of Scotland County Schools within ten days of receiving the principal's response. The Superintendent holds the conference, reviews the record and responds to the parent or guardian within ten school days.
4. If the disagreement is not resolved by the Superintendent, the parent or guardian may appeal to the Board of Education in writing within ten days of the Superintendent's decision. The Board of Education shall schedule the hearing, review the record and offer a final written decision within 30 days.
5. If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - a. Whether the school district improperly failed to identify a child as an academically or intellectually gifted student, or
 - b. Whether the local plan for academically gifted education has been implemented appropriately in regards to the child.

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

Identification

- The identification process is used to document a student's eligibility for AIG services based on the information collected during the student search and nomination process.
1. Within 10 school days of receiving the Summary of Evaluation results (AIG-S), the AIG Facilitator completes the Frasier Talent Assessment Profile, known as the F-TAP (AIG-E).
 2. When the F-TAP (AIG-E) is completed, the school site AIG Facilitator issues an Invitation to

Conference (AIG-I) to the parents / guardian.

3. The school site AIG committee (consisting of the AIG Facilitator, the student's classroom teacher(s), and an administrator), along with the parents / guardian, will examine the F-TAP to determine eligibility. To qualify for services in the gifted program, a student must meet the criteria in 3 of the 4 areas on the FTAP.

a. TAB (Traits, Aptitudes and Behaviors)

To be eligible in this area, a student must have at least 3 of the 10 traits, aptitudes and behaviors with a stanine score of 8 – 10.

b. GRS (Gifted Rating Scale)

To be eligible in this area, a student must have at least 3 of the 5 areas of giftedness at or above the 88%ile.

c. Aptitude

To be eligible in this area, a student must have at least one of the three areas (verbal, quantitative or Full Scale) scores at or above the 88%ile.

d. Achievement

To be eligible in this area, a student must have at least one of the two areas (reading or math) at or above 88%ile.

4. The school site AIG Committee, along with parents / guardians, documents one of the following decisions on the FTAP:

a. No services are recommended at this time.

Complete section I on the back of FTAP (signatures and dates).

b. Secure additional information.

If the student's aptitude or achievement scores fall between 68%ile and 87%ile, additional testing may be requested to determine a student's eligibility for services. Options include an individual IQ test and / or individual achievement testing. Complete section I on the request for additional testing and obtain signatures. Return the entire nomination packet to the Central Office for the scheduling of additional testing. When the results of the additional testing are received, you will need to complete section II.

Procedure for Independent Evaluation for AIG Program

If parent / guardian disagrees with the evaluation provided by Scotland County Schools, they may secure an independent evaluation for AIG program Eligibility. The psychological and / or educational evaluation will be at parent expense.

Evaluations shall be performed by qualified examiners, which include:

- A school psychologist licensed by the State Department of Public Instruction
- A psychologist associate licensed by the North Carolina Psychology Board
- A practicing psychologist licensed by the North Carolina Psychology Board

If only an educational evaluation is needed, then a properly trained educational diagnostician who is under the supervision of a licensed practicing psychologist may administer it.

Because of potential practice effects and reliability concerns, the Scotland County Schools will not accept independent evaluation results from the following academic achievement measures if they have been administered within the past year:

- Form A or Form B of the Woodcock-Johnson III Tests of Achievement (W-J III)

- Iowa Test of Basic Skills

Any test which relies on a single subtest for a placement decision including the Wide Range Achievement Test (WRAT) and the Kaufman Test of Educational Achievement (KTEA) or from the following intellectual ability instrument if they have been administered within the past year:

- The Wechsler Intelligence Scale for Children – 4th Edition (WISC-IV)

Transfers

All transfer students who were previously identified and approved for gifted services are eligible for consideration of continued gifted services. The process is different for those transferring from another school system within North Carolina and those from a system in another state.

For Students Transferring from Another NC School System:

Scotland County Schools will honor any gifted placement made by another NC school system without further evaluation if there is evidence that a legal placement has been made (a current DEP). The AIG Committee will also need to gather evaluation results from the other NC school system. If evaluation results are not received, the AIG Facilitator must provide proof that contact has been made.

The process for identified transfer students from within NC is as follows:

1. The school site committee reviews nomination, recognition, and service option documentation for the following information:

- Nomination form*
- Consent for evaluation*
- Evaluation results**
- Eligibility determination / DEP
- Service options match / DEP
- Consent for services

* Actual possession of these items from the sending NC system is not required, however, if they are not available, replacement copies will need to be generated by the school site AIG Facilitator.

** Actual possession of these items from the sending NC system is not required and no replacement copy will be required.

2. The school site AIG Facilitator issues an Invitation to Conference (AIG-I) to the parent / guardian.

3. The school site AIG Facilitator, along with parent / guardian, completes the front and Section I on the back of the FTAP indicating that differentiated services are recommended.

4. The school site AIG Committee, along with the parent / guardian, determines the differentiation needed and completes the AIG-DEP to document differentiated service options agreed upon.

5. Parent / Guardian are provided a copy of the Due Process Procedures.

6. The school site AIG Facilitator completes AIG-25 and sends complete packet to the AIG coordinator at Central Office for review and data entry.

7. The AIG folder is returned to the AIG Facilitator for placement in the cumulative folder.

8. The school site AIG Facilitator sends a copy of the Student Eligibility for Gifted Services Record (AIG-DEP) to the parent / guardian.

9. The school site AIG Facilitator completes the Admission / Dismissal Report (AG-25) and forwards it to the Exceptional Children's Services office.

For Those Students Transferring from Another State:

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

Planned Sources of Evidence: See Appendix for forms:
Procedure for Independent Evaluation for the AIG Program
Placement Forms
DEPE
DEPM
DEPH
Consent For Evaluation Forms
Invitation to Conference Forms
Transfer Procedure
Process for Magnet Placement for Transfer Students

Other Comments: N/A

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Scotland County AIG Program requires completion of the Differentiated Education Plan for the Gifted Student that explains the service options for the individual AIG student. This is the actual matching of the student with the appropriate service delivery options. Options matching should be based on criteria for placement specified for each option and the information collected about the student during the student search and student nomination processes. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. These options are documented in the Differentiated Education Plan that is developed at initial placement, at the beginning of the sixth grade, at the end of eighth grade, and any other time a change is deemed appropriate.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

Elementary Grades K – 3

- Consultation
- Grouping for subject and subject advancement

Elementary Grades 4 – 5

- AIG Teacher is located at each school for at least half of the school day.

- Each identified student receives daily direct instruction by the AIG Facilitator in a content area.

Services will be:

- * direct instruction by an AIG teacher
- * AIG teacher working with classroom teacher
- * Partnership or Inclusion

Students who have requested to not be served by the AIG Facilitator will be served through a consultation option. The AIG facilitator will continue to be responsible for the AIG student but not directly in an AIG classroom environment.

Middle Grades 6 – 8

- AIG teacher is located for full day at the middle schools
- Students may be served through cluster grouping within the regular classroom, enrichment blocks, or attend the magnet school
- Students will be served by the AIG teacher at least 45 minutes a day in the non-magnet programs.

Students who have requested to not be served by the AIG Facilitator will be served through a consultation option. The AIG facilitator will continue to be responsible for the AIG student but not directly in an AIG classroom environment.

High School 9-12

Honors courses: Honors courses are advanced classes that cover traditional content as outlined by specific NCSCS. These courses are designed to develop a knowledge base in a specific discipline, aid students in the ability to apply that knowledge at an advanced level, and focus on issues, problems, and themes related to topics. The Honors standards require rigorous academic study and a greater degree of student accountability in problem-solving, research, self-expression, and conceptual defense. More complex material is presented at an accelerated pace.

Honors courses in the core areas follow a detailed curriculum document and are subject to audit by the North Carolina Department of Public Instruction. Weighted credit is granted for these courses. Weighted credit is also given for those courses specified through Articulation Agreements between North Carolina Department of Public Instruction and the NC Community College System and / or the NC University System.

Advanced Placement course offerings consist of college level courses and examinations for high school systems. Beginning with the 2006 – 2007 school year, AP course descriptions and syllabi must be submitted and approved by the College Board. Based on College Board recommendations, instructors of the AP courses should have 5 years teaching experience, approved staff development, and approval for the course from College Board Audit Program. Advanced Placement courses may include any course offered by NC Virtual Public School, UNC-G iSchool, or NCSSM Online. As Advanced Placement courses are self-select, teacher recommendation is suggested but not required.

Planned Sources of Evidence: The Differentiated Education Plan is developed at initial placement, at the beginning of the sixth grade, at the end of eighth grade, and any other time a change is deemed appropriate. At the high school level an individual education plan is in place that will be completed each year by the guidance counselor showing that the AIG student is taking honor and Advanced placement classes.

DEPE

DEPM
DEPH

Other Comments: N/A

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools will continue to adapt the Core Curriculum to the AIG curriculum. Currently, the cluster and resource programs at the elementary and middle school level have clearly defined the curriculum goals that are aligned with the principals of differentiation and with the SCOS.

Goals: To correlate curriculum and instruction to the core curriculum.

Description: At the elementary level, all identified AIG students will receive instruction in a minimum of one content subject area for at least 45 minutes daily with the AIG Teacher/Facilitator. This instruction can be delivered with a team teacher or through solo teaching by the Facilitator. AIG Teachers/Facilitators at the elementary and middle school levels will work collaboratively with classroom teachers to develop differentiated lessons and units of study during planned monthly meetings as designated by each school's principal. These lessons and units will be shared among the AIG Teachers/Facilitators and between the faculties in different buildings throughout the district.

Planned Sources of Evidence: Sample curriculum units, lessons and activities planned
DEP's
Pacing guides

Other Comments: N/A

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools have employed many effective instructional practices to address a range of learning needs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Teacher Facilitator will participate in scheduled planning sessions at the

elementary levels each grading period to share differentiated units and lessons and to receive in-service on current trends in gifted education. This planning session will also be used to link the district's initiatives with the gifted program. AIG facilitators will meet with regular classroom teachers who serve identified gifted students on a regular basis to collaborate about instruction strategy and service provided to gifted and nurtured students within the regular setting. Monitoring of differentiated instructional delivery within the regular classroom will be performed by the principal at each individual school across all grade levels.

N/A

Planned Sources of Evidence: Principals will ensure that all teachers who teach gifted students use differentiated instruction to accommodate the strengths and needs of gifted students. They will also monitor use of multiple assessment and evaluation tools that monitor student understanding and achievement. These instructional pieces will be evident in lesson plans kept by each teacher.

Other Comments: N/A

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools provides teachers and students with a variety of research-based supplemental resources to support instruction within the gifted classroom. These resources are chosen by the LEA to meet the specific needs of each school's student population.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district uses differentiated models of instruction that are applicable to multiple disciplines and programs. Examples are: PowerPoint, prezi presentation, e-books, smart notebook projects, Superstars, Math Counts, Kindles, I-Pads, I-Pods, Stock Market Game, Sadlier Oxford Vocabulary, Holey Cards, Scope? RAF, Brain Pop, blogs, "contract" menus, Movie Make / flip camera, Glogster, Socratic Seminars, PBS, Beta Xpeditions(National Geographic, PBLs, Cyber Hunts,Population Connection, AIG Instructional Resource Project, SAS Curriculum Pathways (6-8), Flocabulary (6-8), Debate team contest (7), Scholastic Math, Scholastic Scope, Scholastic Election 2012: Road to the White House (6-8), Math Super Stars (6-8), Gildr Lehman Institute (primary sources) affiliate member (6-8), NC Civics Education Consortium from UNC, Academic Vocabulary: Marzano's 6 steps (6-8), Tier2 Academic Vocabulary (6-8), Inspired Ed Materials in Social Studies (6-8), NC Carolina Bay studies (8), Discovery Learning (6-8), Digital Textbook for NC History from NCLearn (6-8), ClassScape, AIMS Science (6-8), Thinking Historically, Hands-on-History, Hands-on-Geography, Mysteries in History by Shell Education(7), The Learning Network: Teaching and Learning with the NYTIMES (6-8), US History (6-8), Dream of a Nation(6-8), America in Class from National Humanities Center (6-8), US Library of Congress Resources for Slavery (6-8), New Worlds in Old Texts - Reading Old Literature Analytically (6-8), Elementary and Middle Poetry Database (6-8), Reading Poetry in the Middle Grades (20 Poems and Activities that Meet the Common Core Standards and Cultivate a Passion for Poetry (6-8), The News Literacy Project (6-8), SAT Question of

the Day, Time for Kids for global issues, at least one project a 9 weeks that uses multiple learning styles (3-5)

N/A

N/A

Planned Sources of Evidence: The individual schools list of supplemental resources implemented in the schools.

Other Comments: N/A

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools are continuously increasing the focus on the development of 21st century content and skills at an advanced level. Schools individually adjust curriculum during the scope and sequence pacing guides to address the needs from low to high achievers.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The district uses differentiated models of instruction that are applicable to multiple disciplines and programs. Examples are: PowerPoint, prezi presentation, e-books, smart notebook projects, Superstars, Math Counts, Kindles, I-Pads, I-Pods, Stock Market Game, Sadlier Oxford Vocabulary, Holey Cards, Scope? RAF, Brain Pop, blogs, "contract" menus, Movie Make / flip camera, Glogster, Socratic Seminars, PBS, Beta Xpeditions(National Geographic, PBLs, Cyber Hunts, Population Connection, AIG Instructional Resource Project, SAS Curriculum Pathways (6-8), Flocabulary (6-8), Debate team contest (7), Scholastic Math, Scholastic Scope, Scholastic Election 2012: Road to the White House (6-8), Math Super Stars (6-8), Gildr Lehman Institute (primary sources) affiliate member (6-8), NC Civics Education Consortium from UNC, Academic Vocabulary: Marzano's 6 steps (6-8), Tier2 Academic Vocabulary (6-8), Inspired Ed Materials in Social Studies (6-8), NC Carolina Bay studies (8), Discovery Learning (6-8), Digital Textbook for NC History from NCLearn (6-8), ClassScape, AIMS Science (6-8), Thinking Historically, Hands-on-History, Hands-on-Geography, Mysteries in History by Shell Education(7), The Learning Network: Teaching and Learning with the NYTIMES (6-8), US History (6-8), Dream of a Nation(6-8), America in Class from National Humanities Center (6-8), US Library of Congress Resources for Slavery (6-8), New Worlds in Old Texts - Reading Old Literature Analytically (6-8), Elementary and Middle Poetry Database (6-8), Reading Poetry in the Middle Grades (20 Poems and Activities that Meet the Common Core Standards and Cultivate a Passion for Poetry (6-8), The News Literacy Project (6-8), SAT Question of the Day, Time for Kids for global issues, at least one project a 9 weeks that uses multiple learning

styles (3-5), Think-Tac-Toe Projects, Problem Based Learning, Research Activities, Collaborize Classroom, Blogging/Wiki's, Social Bookmarking Tools, RSS Feeds, Edmodo, Competitions
N/A
N/A

Planned Sources of Evidence: The individual schools list of supplemental resources implemented in the schools.

Other Comments: Uses blogs, WIKI, video, document sharing, problem-solving materials, superstars, BrainGames, enhancing independent problem solving, Hands-on-equations, Jacob's ladder, leadership units, ebooks, Gaggle, etc.

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools continues to assess all programs used in the classroom to address differentiated learning.

Goals: To utilize multiple sources of assessments to differentiate curriculum and instruction.

Description: In the elementary and non-magnet middle school settings, the AIG teacher work in cooperation with the regular classroom teacher to identify specific learning objectives that are to be covered during the instructional year, and develop or identify the assessment tools that are appropriate to measure student success. In the magnet middle school and high school settings, each classroom teacher should develop such objective assessment tools. End-of-Grade and End-of-Course (AIG, Honors, or AP) test scores will provide evidence of student growth, but these measures are not sufficient as the only source of evaluation. Other appropriate measures for documenting student growth must be implemented by the classroom teacher and the AIG teacher / facilitator. Examples of appropriate measures for documenting growth in students are: authentic assessment, review of products, and performance assessment.

Planned Sources of Evidence: Examples of appropriate measures for documenting growth in students are: authentic assessment, review of products, and performance assessment, benchmark scores, weekly tests, running records.

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools needs more intense training for regular teachers on the social and emotional needs of the AIG students. Students' needs in this area should be addressed through the service delivery where school counselors and teachers collaborate in ensuring the students are making a positive adjustment within their school environment. This will include the relationships with the teachers, administrators, peers and self.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Scotland County Schools is aware that the AIG student does not always fall into the typical well adjusted, happy student. We will involve all stakeholders in learning about and understanding the social and emotional needs of a gifted student. (ex.: perfectionist, underachievers, those not motivated) Scotland County Schools offers professional development regarding the unique needs of the AIG student and shares information about the social and emotional needs of the AIG students.

N/A
N/A

Planned Sources of Evidence: Sign in sheets when training takes place.
Handouts and outlines to address this goal.

Other Comments: The AIG facilitator and school counselors need to collaborate to ensure that all the AIG students have the opportunity to learn with others of similar interests and abilities. There also needs to be a level of challenge in the regular classroom as well as the AIG class. Additional staff development is being developed to insure that the regular classroom teacher appropriately challenges all students.

Students who are twice exceptional should be addressed by the AIG teacher, counselor, EC teacher and regular classroom teachers to ensure that the student has the appropriate coping skills to deal with the difference in their abilities and disabilities.

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools continues to look more closely at the needs of the K-3 students. In the past, the AIG team has consulted with the K-3 teachers when needed but in the future there is a need to develop a stronger nurturing program.

Goals: Scotland County Schools intent is to begin a K-3 program in 2014 that will cultivate and develop our K-3 students. Plans are in the process to develop the K-3 program. Example: PETS

Description: Implementing additional educational opportunities for K-3 learning programs.

N/A
N/A

Planned Sources of Evidence: K-3 program in each elementary school.

Other Comments: SCS serves identified 4th-12th students each year. There is a part-time AIG facilitator at each elementary school providing, at a minimum, 45 minutes of AIG instruction. In the middle schools, there is a full time AIG facilitator providing services to all identified 6th-8th graders. At the high school level, there are Honors and AP teachers providing the appropriate instruction.

SCS will focus on the K-3rd grade students to provide nurturing and services to those students showing potential at an earlier age.

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County AIG teachers meet with other teachers and staff to develop and implement differentiated instruction for the gifted student. There is still a need to have all involved staff members to attend the development of the DEP for all identified students. The school administrator, classroom teachers, guidance counselors, parents and the AIG facilitator will work together to ensure that each AIG student has an opportunity to learn with others of similar interests and ability, that they are appropriately challenged, and flexible pacing is ensured throughout the curriculum.

Goals: It is our goal for the AIG committee and staff to work collaboratively so appropriate services are provided for the students.

Description: It is a goal that all AIG teachers, classroom teachers, guidance and administrators meet together to offer differentiated instruction for the gifted student.

Planned Sources of Evidence: Differentiated Education Plan for Gifted Services: Elementary
Differentiated Education Plan for Gifted Services: Middle
Differentiated Education Plan for Gifted Services: High
Individual Education Plan: High

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: This is the actual matching of the student with the appropriate service delivery options. Options matching should be based on criteria for placement specified for each option and the information collected about the student during the student search and student nomination processes. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. These options are documented in the Differentiated Education Plan that is developed at initial placement, at the beginning of the sixth grade, at the end of eighth grade, and any other time a change is deemed appropriate.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Program Service Options are presented in three areas – learning environment, content modification, and enrichment programs. Complete descriptions of these may be found in the attached documents.

Elementary Grades 4 – 5 Program Description

Learning Environment Modifications

Differentiated services may be delivered in a variety of settings. Learning environment describes the location arrangements made for delivery of instruction to students.

AIG Class for Core Subjects

Cluster Grouping Within a Regular Class

Grouping and Subject Advancement

Grade Advancement

Inclusion with Regular Class and AIG Teacher

Middle Grades 6 – 8 Program Descriptions

Learning Environment Modification

Differentiated services may be delivered in a variety of settings. Learning environment describes the location arrangements made for the delivery of instruction to students.

Cluster Grouping within a Regular Class

Enrichment Block

Magnet Program

Elementary and Middle School Grades 3 – 8

Content Modifications

Differentiated services may be delivered to students by modifying the content of the instruction routinely given. Content may be modified in any appropriate learning environment.

Advanced Content

Computer-Based Instruction

Curriculum Compacting

Differentiated Instructional Units

Independent Study (within a class)

Interdisciplinary / Thematic Units

Individualized Program
Problem-Based Learning

High School Configuration Grades 9 – 12
Learning Environment & Content Modifications

Flexible Scheduling
Sequential Course Acceleration
Subject Grouping
Course Skipping / Course Acceleration
Online Courses
Independent Study
Dual Enrollment
College and Career Promise
Special Schools
Early Graduation
Early Admission
Special Programs
Early College
Honors Courses
Advanced Placement
Elementary and Middle School Grades 3 – 8
Content Modifications

Differentiated services may be delivered to students by modifying the content of the instruction routinely given. Content may be modified in any appropriate learning environment.

Advanced Content

Advanced Content is more complex and draws from ideas or material that is usually considered appropriate for older students. Ways to modify for advanced content: adding complexity and abstraction, providing accelerated material and / or expanding the thinking process skills required in the learning experience.

Computer-Based Instruction

Computer-Based Instruction can be used both to enrich the curriculum and to remediate specific skill deficits. This is particularly appropriate for gifted students having specific skill gaps (gifted underachievers, learning disabled, culturally diverse). Care must be taken that software is selected for enrichment that challenges thinking, problem-solving, and decision-making. Many appropriate programs and services are also available through the Internet.

Curriculum Compacting

Curriculum Compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and / or acceleration activities while ensuring mastery of basic skills. Curriculum compacting can be implemented at any grade level and with minimum additional funding. Teachers do require training and support during implementation. During compacted time, students may pursue activities in their classroom, media center, or special resource

center.

Differentiated Instructional Units

One of the most effective ways to deliver differentiated curriculum to gifted students is through designing differentiated units that incorporates individual learning abilities and levels of content and skill.

Independent Study (within a class)

Independent Study may be used as a way to either accelerate or enrich learning. Students displaying content mastery or having a special interest may contract with the teacher for an independent study project. This works best for students that are self-directed, having strong interests and a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the students to assess progress.

Interdisciplinary / Thematic Units

Interdisciplinary units are learning activities structured to bridge two or more content need areas (disciplines) in order to allow the learner to see meaningful relationships, recognize important patterns, and explore related ideas. These units may be organized around broad-based themes.

Individualized Program

Each individually instructed student is carefully assessed and follows an individualized program. The student continues to participate in regular class activities and still has an opportunity to work independently on high level tasks or areas of interest. This is particularly appropriate for young gifted students that need or desire to remain with their age group.

Problem-Based Learning

Problem-Based Learning is a system for remodeling portions of a curriculum around ill-structured problems that help learners simultaneously construct knowledge and acquire experience in solving problems. This model of instruction emphasizes depth of content, and involves complex inquiry and investigation. Problem-Based Learning should be incorporated into the Differentiated Education Plan for every gifted student at every school.

Planned Sources of Evidence: Students DEP for elementary, middle and high school

Other Comments: Attached are descriptions of Program Service Options

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: SCS has employed a coordinator for the AIG Instructional Program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: 1. Assists the Director of Exceptional Children's Programs and the Assistant Superintendent of Curriculum & Instruction in developing a comprehensive plan for delivery of AIG services within the district. The planning would incorporate appropriate goals, implementation strategies, evaluation procedures, and adequate time lines.
2. Assists in monitoring DEP implementation in classrooms.
3. Observes instruction as well as plans with the teachers and provides demonstration lessons as requested.
4. Ensures compliance with the state laws and rules.
5. Assists with screening, selection, and placement of personnel when appropriate and is responsible for helping develop appropriate staff development programs.
6. Communicates effectively within the school system and community and may serve as a liaison between the school system and local, state, and federal agencies and other related personnel.
7. Provides input along with the Program Administrator in developing program budget.
8. Administer, score and record testing for students referred for AIG program.
9. Demonstrates professional ethics, shows evidence of planning and accomplishing professional growth objectives and applies leadership skills effectively.

N/A

N/A

Planned Sources of Evidence: Coordinator AIG license
Coordinator evaluation

Other Comments: N/A

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: SCS has a certified AIG facilitator/teacher in each of our elementary schools for one half of the day. This person facilitates the AIG program at that school and also teaches the identified gifted students.

There is a certified AIG facilitator/teacher in each of the two non-magnet middle schools that facilitates the program and/or teaches the identified AIG student. In addition, SCS has a middle school Magnet program for qualified 6-8th graders.

The high school has teachers certified as honors and AP teachers. Presently guidance counselors are responsible for the DEPH's, AG25's and Differentiated Education Plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: School site AIG facilitators:

1. Works directly with the AIG students to provide an enrichment program that challenges the students' critical thinking skills and problem solving abilities.
2. Provides site-based support for teachers that work with the AIG students in the core courses and regular instructional program.
3. Facilitates, processes, and monitors documentation related to the identification, instruction, and evaluation of AIG students.
4. Provides site based assistance and support to staff with approaches to integrate technology into the curriculum and instructional program.
5. Develops and provides demonstration lessons that integrate critical thinking skills, problem-solving, and technology into the curriculum.

Planned Sources of Evidence: Facilitators have AIG Licensure
Teacher evaluation

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools recognizes the need to give all of our employees a chance to receive AIG professional development locally.

Goals: The Scotland County School System will continue to recruit and employ the best-trained staff to provide instructional services to all students. AIG Lead Teachers and Magnet Program teachers will be required to become AIG certified. Other staff members who provide differentiated services to academically and intellectually gifted children will be provided with additional training.

Description: Scotland County Schools is offering to financially support teachers who enroll at UNCP to acquire AIG add-on licensure. The program's focus is designed to provide teachers with the latest knowledge of theory and practice and to prepare highly trained teachers to utilize these theories and practices in working with AIG students.

Planned Sources of Evidence: Professional Development.
Provide opportunity for attendance at state gifted conferences (NCAGT)
Share information about webinars

Other Comments: N/A

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: At the present time, the AIG facilitator at each school has the AIG add-on licensure or is presently actively taking the appropriate classes to acquire the certification. These teachers are responsible for teaching the AIG students a minimum of 45 minutes a day. The district is focusing on offering additional AIG classes to the regular classroom teachers who will be responsible for the identified students' education the remainder of the school day.

Goals: To have all teachers, administrators, and guidance counselors trained in the best practices for the AIG student. It is our district goal to ensure that all AIG students receive AIG services in the area (reading/math) in which they show giftedness.

Description: Scotland County Schools will provide the opportunity for regular teachers to gain AIG licensure through UNCP. Each elementary school will send one math teacher in 4th and 5th grade to UNCP.

N/A

N/A

Planned Sources of Evidence: DEPE

DEPM

DEPH

AIG licensure

Other Comments: N/A

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: In addition to training for those teachers who provide direct services to identified AIG students, the Scotland County School System strives to maintain a cadre of regular classroom teachers who are knowledgeable about the characteristics of gifted learners and the strategies for the appropriate instruction of these students. To meet this goal, staff development opportunities are scheduled on a rotating basis for interested school system personnel.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Currently the Academically and Intellectually Gifted Services are under the supervision of the Assistant Superintendent of Curriculum and Instruction. School based teachers of AIG students in grades 3 – 8 currently hold appropriate certification in their content areas and are encouraged to become AIG certified. Advanced Placement teacher receive additional training through College Board sponsored programs.

Planned Sources of Evidence: Schedule, agenda and participation logs of professional development opportunities in the county
Collaborate with other professionals

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools AIG program will continue to investigate 21st Century skills including reading, writing, mathematics, critical thinking, problem solving, communication, collaboration, creativity, and 21st Century literacies.

Goals: Attend professional development. Meet with other professionals to share information on 21st Century Skills.

Description: Scotland County Schools will continue to investigate and incorporate 21st Century Skills into our curriculum.

Planned Sources of Evidence: Material from professional development.
Sign-in sheets.

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools' AIG teachers do have the opportunity to work with other teachers to plan, develop and implement applications of their professional development learning. In the future SCS will continue to support these efforts.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Scotland County Schools recognizes that gifted students require a differentiated curriculum that accelerates, enriches, and addresses the specific learning needs of the gifted. It is a system initiative to provide rigor and relevance through curriculum design and use of instructional practices that build upon and extends beyond the NCSCOS for all Scotland County students including gifted students, underserved populations and students with disabilities.

N/A

N/A

Planned Sources of Evidence: Professional Development rosters
Grade level meeting minutes

Other Comments: AIG teachers and the regular classroom teacher will continue to collaborate to offer the best education to the academically and intellectually gifted child.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools has an array of AIG programs and services to meet the needs of the gifted learner. In her "Programming for Gifted Learners" Dr. Anne Harrison wrote that Treffinger defines gifted education as "the design of many options and alternatives that vary in kind, degree, and duration for many different students." Treffinger further suggests that we begin to move away from thinking of "a gifted program" and begin to think of "programming for giftedness." Programming for giftedness implies a more inclusive definition and a greater need for a range of programming options to address broader needs. This required a shift in our thinking from one gifted program to which all students are assigned to establishing an array of services that match the needs of individual students. When redesigning programming for gifted learners, it was important that a full continuum of services be developed that allows for the development of gifted potential and addresses the needs of such special populations as gifted students with disabilities, underachievers, culturally diverse students, and the highly gifted.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: * Identify the social, emotional, intellectual, and academic needs of the AIG student.

* Collaborate with guidance counselors in meeting academic, intellectual, social, and emotional needs of gifted learners.

* Provide information concerning the academic, social, intellectual, and emotional needs of the AIG student during the Parent Nights, PTO, Open House, etc.

* Utilize the LEA and school website to post AIG Plan and information for the parents.

Planned Sources of Evidence: Websites

Sign in sheets

PTO/Open House/ Parent meetings

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools is aware that many students are not being served in the area that they have been identified as Gifted. At this time, many regular math teachers have begun the AIG licensure program at UNCP. This will improve our services at each elementary and middle school.

Goals: To serve the AIG identified student in the areas in which they are gifted (Math and/or Reading).

Description: Continue to get classroom teachers in all schools AIG licensure.

Scotland County Schools will continue to provide an array of programs and services to meet the academic, intellectual, social and emotional needs of the gifted learner.

Planned Sources of Evidence: Rosters and schedules for all AIG identified students to ensure the appropriate services are being offered.

DEPE
DEPM
DEPH

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools will maintain the AIG program alignment with Core Curriculum and instructional practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: At the elementary and middle school level, there are many effective instructional practices being used to address the needs of all students, including the gifted students, in all class settings. Core Curriculum training has prepared the regular and AIG teachers with many strategies to meet the needs of the students. Off-level reading materials and small flexible guided reading groups provide adequate opportunities for differentiation. Tiered assignments are also an important component used with the gifted population. Compacting is used to ensure adequate instructional paced and advancement in all subject areas. At the elementary level, all identified AIG students will receive instruction in a minimum of one content subject area with the AIG teacher. This instruction can be delivered with a team teacher or through solo teaching by the AIG teacher.

The AIG students in the Scotland County Schools Middle Schools are served by clustering in the regular classroom, pull out programs, or the Magnet Program. These options are not available at

Shaw Academy. DEP will become active once the student returns to the middle school.

The Scotland High School's AIG program consists of Honors and AP classes as well as college level courses taken off campus at Richmond Community College. Shaw Academy does not offer the advanced courses that are offered at the high school. AIG services will be suspended for the duration of a student's attendance at Shaw Academy. DEP's will become active once the student returns to the high school.

Planned Sources of Evidence: Planning meeting minutes

Professional Development

Attendance at State and National gifted conferences

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: SCS has an AIG Facilitator at each elementary school that has 4th and 5th grades as well as in all three middle schools. The guidance counselors at the high school are facilitating the AIG paperwork and assisting the students in the appropriate coursework. The AIG facilitators train the school staff on characteristics of the AIG student, nomination of the student, and identifying the AIG student.

Goals: To give more staff in service on the characteristics of the AIG student as well as the emotional and social needs of the AIG student. The LEA plans to hold additional meetings with the school staff to give them more information regarding the AIG program.

Description: Scotland County Schools offers staff development regarding the AIG program to all teachers, school administrators and support staff through faculty meetings and grade level meetings. AIG information has been added to the Website. Scholarship information is also posted on the high school website daily.

Planned Sources of Evidence: School Staff Meeting meetings

School Staff minutes

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools has provided communication between the AIG teachers and each elementary and middle school. Routine communication meetings are held between the AIG coordinator and the individual school AIG facilitator so the information taken back to the school is current and informative. There is also communication between facilitators when students are transitioning from elementary to middle school or middle school to the high school.

Goals: It is our LEA's goal to improve the communication between the K-12 teachers and AIG facilitators regarding the gifted program. It would be beneficial if additional time could be designated for the school AIG facilitator to improve communication with the lower grades. There is a focus to improve the nurturing program at the K-3 level in all elementary schools.

Description: SCS will provide appropriate information for teachers and schools to ensure the continuation of K-12 AIG services at all times. At the present time, the AIG facilitators collaborate when developing the DEP (Differentiated Education Plan) for students entering middle or high school.

Planned Sources of Evidence: Schedules that reveal opportunity for the AIG facilitator to communicate with the K-3 classes.

Minutes of school staff meetings where the AIG facilitator communicates information to the staff.
DEP for middle and high school students.

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, the cluster and resource programs at the elementary and middle school levels have clearly defined curriculum goals that are aligned with the principles of differentiation. All differentiated units of study at the elementary and middle school levels begin with the grade level standards in Scotland County Schools Instructional Objectives and differentiate content, process, product, learning environment and effect.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Teacher/Facilitator will participate in scheduled planning sessions at the elementary levels each grading period to share differentiated units and lessons and to receive in-service on current trends in gifted education. This planning session will also be used to link the district's initiatives with the gifted program. AIG facilitators will meet with regular classroom teachers who serve identified gifted students on a regular basis to collaborate about instruction strategy and service provided to gifted and nurtured students within the regular setting. Monitoring of differentiated instructional delivery within the regular classroom will be performed by the principal at each individual

school.

Planned Sources of Evidence: Principals will ensure that all teachers who teach gifted students use differentiated instruction to accommodate the strengths and needs of gifted students. They will also monitor use of multiple assessment and evaluation tools that monitor student understanding and achievement. These instructional pieces will be evident in lesson plans kept by each teacher.

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The students' needs should be addressed through the service delivery where counselors and teachers collaborate in ensuring that students are making a positive adjustment within the school environment; including their relationships with teachers, administration, peers and self. The school and AIG personnel should work together to ensure support for the AIG students.

Goals: Each AIG student should have the opportunity to learn with others of similar interest and ability.

It should be evident that AIG students are being challenged in the regular classroom as well as in the AIG program.

Students who are twice-exceptional should have appropriate interventions in place provided by the AIG and EC teachers.

The AIG Program and the Counseling Program collaborate in providing appropriate staff development for support in all areas.

Description: The LEA will provide appropriate informational sessions on the social and emotional needs for the gifted student. It is our intent for all stakeholders to work closely together to ensure the appropriate services for the AIG students.

Planned Sources of Evidence: Appropriate staff development.

Minutes from Meeting with all stakeholders

Development of the Differentiated Educational Plan

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted

learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Acceleration is used as a service option for students who require this differentiation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The decision to implement either full or partial acceleration is a school based decision.

Planned Sources of Evidence: 1. Teacher letter of recommendation with the endorsement of the principal noting social and emotional maturity.
2. Advanced performance in core areas documented by EOG scores at 97%ile or above in all test core areas.
3. Aptitude of at least two standard deviations above the mean.
4. Achievement in all core content areas at 97%ile or above using an individual standardized assessment current within the year.

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools will continue to improve the programming for traditional under-represented AIG Populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Goals: Scotland County Schools will reinstate forms which will highlight students in the K-3 class that show Academically and Intellectually Gifted characteristics. The school AIG teacher will continue providing professional development on gifted characteristics during teacher meetings and grade level planning.

The AIG teacher and regular classroom teacher will work cooperatively to provide activities to challenge students and to recognize potential and academic strength.

Scotland County Schools plans to provide K-3 teachers with a nurturing program that will help the teachers recognize potential and strong candidates for the AIG program. Ex: Primary Education Thinking Skills (P.E.T.S.). This program will enrich and diagnose thinking skills suitable for K-primary grades.

Scotland County Schools will begin the GEAR-UP Program

Scotland County Schools will collaborate with Indian Education program to provide AIG information to the parents of students involved in this program.

Description: Scotland County Schools will be putting in place a Primary Education Thinking Skills program in the elementary schools. Primary Education Thinking Skills (PETS) is a systematic enrichment thinking skills program for 1st and 2nd grade students. Its purpose is to help primary aged students develop higher level thinking skills. PETS follows the taxonomy of thinking skills outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation. Scotland County Schools feels this will benefit our school system in recognizing possible under-represented AIG students at an earlier age.

Scotland County Schools will be using the GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) as one of the programs to meet the needs of the older student. This program is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP serves an entire cohort of students beginning no later than the 7th grade and follows the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

Planned Sources of Evidence: PETS

Data from Programs

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Many enrichment opportunities exist for the academically or intellectually gifted learner, both within the school environment and through outside agencies.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Elementary, Middle, and High School Grades

Enrichment Opportunities

The following roster is a representative list of opportunities that are currently available to students. Opportunities marked with an asterisk (*) are limited to gifted students. Other opportunities are open to all students who meet the criteria established by each sponsoring agency. AIG Facilitators in each school should assist interested students in finding enrichment opportunities of interest to the student. Additional information on summer opportunities is published annually by the North Carolina Association for the Gifted and Talented.

- All-District Band
- Algebra I Team

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- Algebra II Team
- CECNC Competition
- Comprehensive Math Team
- Duke Talented Identification Program*
- Geometry Team
- Governor's School*
- Junior Leadership Scotland
- Math League Press Competition
- Mathcounts Team
- North Carolina Honors Band
- Oban Exchange Program
- Optimist Oratorical Contest
- Quiz Bowl Team
- Science Fair
- Science Olympiad
- Soil and Water Conservation Contests
- Summer Ventures
- TSA Team

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

Planned Sources of Evidence: Enrollment in the specific programs.

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools will continue focusing on the communication to all teachers, administrators, guidance counselors, parents/guardians, and the community regarding the services provided to the AIG students and perspective AIG students.

Goals: To continue to communicate information about AIG program to all Stakeholders. It is the responsibility of the AIG teacher to provide information to parents concerning the AIG referral process for students and the program descriptions at each level. The AIG coordinator will provide the same information to the teachers, administrators, and community.

Description: To continue increasing the community understanding of the AIG program, the district will update AIG brochures, post AIG information on the district website as well as on each school website and hold informational meetings at each school for students, parents/guardians, administrators and the community.

AIG facilitators/teachers hold review meetings with parents/guardians to provide opportunity for input and feedback in developing the elementary, middle and high school differentiated Education Plan.

Each school in our district will continue to encourage parents to become more involved with the AIG program in their child's school as well as the district level.

Planned Sources of Evidence: AIG Brochures are available for parents and community members to provide relevant information pertaining to AIG program.

AIG teachers send home reports and report cards on a regular basis.

Individual schools hold Parent Night/ PTO to disseminate information relative to the school.

Schools will distribute newsletters to inform parents about the events at the school. AIG facilitator will also put information in the newsletters referring specifically to the AIG program.

Agenda and minutes of school meeting will be available.

Data will be collected at the end of the school year to provide information regarding the AIG program

strengths and needs.

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: As stated previously, Scotland County Schools sees a need to provide more information to the public regarding the AIG identification and services offered in our schools. In the past, AIG information has been presented at each school. The AIG plan is on the district website to ensure that all stakeholders have the opportunity to have the information.

Goals: Our plan is to make sure that information regarding nurturing and identifying AIG students, services for the AIG students and our district plan continues to be available on all websites for all stakeholders to review.

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

1. In the beginning of each year, the AIG Facilitator should coordinate the notification of all parents of third through fifth graders to alert the parents of the AIG referral process and program descriptions. This notification should be done via a brochure sent to parents the beginning of the year.
2. The brochure describing the AIG program will be included in each school's registration packet for transfer students.
3. Once the testing cycle is completed for a referred student, the AIG Facilitator and the child's classroom teacher should meet with the parent to interpret test results and develop the educational plan if services are appropriate.
4. Parents should be informed of the entry to the Magnet Program at initial placement and again in the fifth grade. An Application for Entrance form must be completed on all fifth grade students who intend to enter the Magnet Program in the sixth grade. This document must also be completed for any student who intends to transfer in the Magnet Program.
5. The AIG Facilitators from the feeder school and the receiving school will coordinate a parent orientation meeting at the end of the fifth and eighth grades. The purpose of this meeting is to inform parents of the service options available to students at the next level of schooling.

Planned Sources of Evidence: AIG plan on the district and individual schools website.

Regular communication with the parents of identified AIG students is required to inform parents of the students' progress and to increase awareness of enrichment opportunities. Suggested ways to communicate with and involve parents include:

- Brochures
- Curriculum Fair booths

- Open House
- Progress reports
- Presentations to parent advocacy groups
- Student media presentations
- Newspaper articles
- Newsletters
- Radio releases
- PAGE

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools invites parents, teachers, administrators, community volunteers and AIG facilitators to collaborate together in developing the AIG plan. The AIG plan is developed and decisions are made on how to implement it equitable within the LEA. Once approved by the school board, all stakeholders continue to insure that the approved AIG plan is implemented as designed.

Goals: To involve all stakeholders in the planning and implementation of the AIG program.

Description: A copy of the new AIG plan and updates will be distributed to all schools and administrators. All stakeholders will partner together to ensure the implementation of the board approved AIG plan.

Planned Sources of Evidence: Invitation to the AIG Plan committee
List of all stakeholders developing the AIG plan
Meeting of the Stakeholders to inform others of the approved AIG plan.

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools' population is becoming more diverse each year. There is a greater need to provide all forms, letters and information in other languages. It will be a focus for the district to have all the appropriate information in native languages for parents of ESL students.

Goals: To provide all the appropriate forms, information and letters in Spanish and other languages that is necessary.

Participation in community programs involving diverse populations. (ex.: Closing the GAP)

Description: The LEA intends on providing translations on the school website so all parents in our community will understand the AIG information. The LEA will also look for all opportunities to become involved with existing and future community programs to ensure the continuous distribution of AIG program information.

Planned Sources of Evidence: Forms, letters and information in languages appropriate for the ESL students available at each school as well as on the SCS website.

Participation in community programs.

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools have formed partnerships with local businesses and industries, parents/families as well as institutions of higher education to enhance and support our schools. It is our desire, in the future, to develop more support from these and other groups.

Goals: To continue to encourage additional involvement of the community and family with the AIG program. At this time, each individual school has developed these relationships to strengthen their program at the school. In the future, we plan to encourage more system wide involvement in the program.

Description: Developing all opportunities to involve parents and the community with the AIG program.

Planned Sources of Evidence: Showcase AIG program in the newspaper and on the website
Individual school providing information to the parents and community.
Invitation for speakers involving the participation of the AIG student at each school

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools has written an AIG plan describing our local program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Scotland County Schools Board of Education has accepted the 2013-2016 AIG Plan.

Planned Sources of Evidence: Scotland County's 2010-2013 Academically or Intellectually Gifted Plan.

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools continues to implement the School Board approved AIG plan as well as continuing to always monitor for areas that need to be improved.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Collection of data that supports the Board approved AIG plan.

Planned Sources of Evidence: Results of the collected data.
Disaggregated EOG and EOC results.
Principals observation and evaluation of the AIG program.

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools uses the AIG State Funding appropriately for administration of the local AIG program. All the funding received is placed in the hiring of AIG teachers to serve the students, professional staff development and to purchase necessary materials for the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The LEA uses the funding for the AIG program for the hiring of the teachers who are responsible for the AIG students, to pay the coordinator of the program, to provide staff development and supplies. The state funding received is not adequate enough to provide the services offer in SCS therefore local funds are allocated to do so.

Planned Sources of Evidence: Contracts for professional staff development.

Receipts for material and curriculum products

Staffing of AIG facilitators half a day at each elementary school with 4th/5th graders, middle school and SHS.

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools' AIG program has always gathered and analyzed performance data on the AIG students. In the future, there will be a focus to continue gathering this information and to share it with all stakeholders. This information will continue to be used to improve the AIG program at the individual schools as well as in the district.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Scotland County Schools will continue to analyze AIG student data. Scotland County Schools will use data to develop Differentiated Education Plan for each identified student.

Planned Sources of Evidence: NCWISE Report

AIG Student Folder

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program,

including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools collects data as the students are identified as academically or intellectually gifted.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: SCS has always collected data concerning the AIG student but plan to improve in this area in the future. We will involve the AIG student data when making decisions about the needs and improvement of the AIG program in the future.

Planned Sources of Evidence: High School course enrollment
Surveys
Data regarding referrals
Data regarding placement
Data regarding Magnet school enrollment
Data regarding graduation rate

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County Schools' personnel office and EC department keep current licensure and professional development information for each employee. All students identified as AIG are instructed by an employee that is certified or enrolled in AIG licensure classes at a minimum of 45 minutes a day.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Personnel Department maintains current data regarding all personnel in our LEA.

Planned Sources of Evidence: Licensure reports
Professional Development records

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet

regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: SCS needs an advisory group comprised of parents and community members who were interested in AIG education in Scotland County. This is an advisory group that has been strong in the past but needs to be developed in the near future. An advisory group would be valuable to our AIG program.

Goals: To involve more interested parents and community leaders in a local advisory group (ex. PAGE). This group will meet regularly to review all aspects of the local AIG program.

Description: In the past, we have had active parents and community groups that were supportive of the AIG program. The LEA will be intentional in encouraging the organization of these groups in the future.

Planned Sources of Evidence: Agenda and minutes from each meeting
Invitations to serve on the committee
Surveys concerning the AIG program.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Feedback is received through AIG data, parent meetings, teachers and conferences. Information gathered is documented and used when making LEA decisions about the current AIG program as well as changes in the future.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A parent survey is completed at the end of each school year and that information is analyzed in order to improve the AIG services. There are also many parents meetings and conferences with the individual teachers where information is collected. While working on the present plan, there were parents who attended the program development meetings and provided a parent insight in the needs of the program.

Planned Sources of Evidence: Data from teachers, parents and students
Minutes from conferences with parents and students
Minutes from meetings with parents, students, administrators and teachers.

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County School system reviews the AIG plan yearly and makes appropriate changes to ensure the program improvement with school board approval. The committee reviews individual school and system-wide information to ensure decisions are consistent as well as beneficial to the program. Special consideration is given to the DPI review comments.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: SCS will continue to review and revise the AIG program throughout the year or whenever a need is obvious. Data will be collected at all times and used to improve our program.

Planned Sources of Evidence: Data collection
DPI review
Administration review

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Scotland County Schools has gathered the data from the previous evaluation of the AIG plan and communicated the information to the administration. The intent is to add the data to the AIG website in the future.

Goals: To survey all AIG parents, staff, teachers, and students regarding the AIG program.

Description: Scotland County Schools will use information to develop improvement to the AIG plan. Information will be added to the AIG website.

Planned Sources of Evidence: Survey results
Minutes from meetings
AIG plan
AIG website

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Scotland County will keep and maintain the policies, procedures, and practices in our plan that protects the rights of the AIG student. Due process procedures are shared with all parents/guardians at the time of the referral and placement.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: SCOTLAND COUNTY SCHOOLS
DUE PROCESS PROCEDURES
ACADEMICALLY OR INTELLECTUALLY GIFTED

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

1. The parents or guardian requests, in writing, a conference with the School Site AIG Committee for Gifted Education of the school attended by the child. The School Site AIG Committee holds the conference within five school days of receipt of the request and responds in writing within five school days of conference with his or her decision.
2. If the disagreement is not resolved at the School Site AIG committee conference, the parent or guardian may make a written request within five days of receipt of the committee's decision for a conference with the school site principal. The principal grants the conference within five school days of the request and responds to the parent or guardian within ten school days.
3. If the disagreement is not resolved by the school site principal, the parent or guardian may appeal the principal's decision in writing to the Superintendent of the Scotland County Schools within ten days of receiving the principal's response. The Superintendent holds the conference, reviews the record and responds to the parent or guardian within ten school days.
4. If the disagreement is not resolved by the Superintendent, the parent or guardian may appeal to the Board of Education in writing within ten days of the Superintendent's decision. The Board of Education shall schedule the hearing, review the record and offer a final written decision within 30 days.
5. If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
 - a. Whether the school district improperly failed to identify a child as an academically or intellectually gifted student, or
 - b. Whether the local plan for academically gifted education has been implemented appropriately in regards to the child.

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

Planned Sources of Evidence: Due Process Procedures

Other Comments:

Glossary (optional):

Appendix (optional):

AIG PARENT SURVEY.doc (*Appendix*)
AIG-EC25.doc (*Appendix*)
Academically or Intellectually Gifted Services.doc (*Appendix*)
Admission or Dismissal Report.doc (*Appendix*)
Cognitive Ability Test Tally Sheet.doc (*Appendix*)
Consent for Evaluation.doc (*Appendix*)
DEP-E.doc (*Appendix*)
DEP-H.doc (*Appendix*)
DEP-M.doc (*Appendix*)
End-of-Grade Tally Sheet.doc (*Appendix*)
Invitation to Conference.doc (*Appendix*)
Request for Additional Testing AIG.doc (*Appendix*)
Talent Assessment Profile-NEW.doc (*Appendix*)
Traits Aptitudes Behaviors.doc (*Appendix*)
Transfers.doc (*Appendix*)