

Scotland County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2025 - 2028

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Scotland County Schools has developed this local AIG plan based on the NC AIG Program Standards ([adopted by SBE, July 2024](#)). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2025-2028. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2025-2028, Scotland County Schools local AIG plan is as follows:

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' vision 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.

Scotland County Schools Vision & Mission for local AIG program:

Vision Statement: Scotland County School AIG Program vision, 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 success. Our purpose is to prepare students to be productive citizens in a global society.

Mission Statement: Scotland County Schools AIG Program, identifies giftedness, nurtures students' talents, and inspires students to seek new knowledge. Through challenging programs students are provided opportunities to collaborate with peers, to ask profound questions about the past, current and future innovations and to be creative. We support the participation of all gifted learners of all backgrounds in the Scotland County Schools AIG program, to build and sustain a strong community.

Program Goals:

- Utilize a range of assessment instruments to recognize the students who are AIG within the Scotland County School System.
- Provide opportunities for enrichment for AIG learners.
- 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.
- Provide opportunities for talent development of high achieving students
- Provide on-going professional development opportunities to all Scotland County educators of AIG students.
- Prepare educational personnel to meet the diversity of AIG learners for the 21st Century, i.e. differentiation, problem-based learning and social-emotional needs.
- Create and extend opportunities for parents and community involvement with AIG learners. Monitor the success of services for AIG learners in meeting identified student needs. Evaluate the various components of the AIG program to facilitate continuous improvement. Collaborate with regular educators to improve the learning experience for all students.

Sources of funding for local AIG program (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
\$307,914.00	\$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

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

District Response:

As required by NC General Statutes, Article 9B. Academically or Intellectually Gifted Students, Scotland County Schools has developed a plan for the provisions of services to academically or intellectually gifted students. Scotland County Schools' AIG program's purpose reflects the commitment to help all students reach their full potential regardless of family background, socioeconomic level, disabilities, or gender. The standards presented in Article 9B serve as a statewide framework and guide, to support LEA's with the development and implementation of a comprehensive AIG program.

The Scotland County School AIG Program employs multiple criteria for student identification that are effective in developing a comprehensive profile of each student. The LEA's student identification procedures are clear, equitable, comprehensive and provide explicit directions for the identification of potential AIG students.

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 student's potential and giftedness. Each year the identification process is reviewed to determine if revisions need to occur in order to continue to provide equity in our program.

The screening and referral process is open for the entire school year as well as the summer, as needed. Students can be **referred** for AIG screening by teachers, principals, school counselors and parents. Students have to ability to refer themselves for AIG program consideration. The Scotland County School's, school district believes it is important for students to self-advocate. Allow student to refer themselves, increase student confidence, promote communication skills, as well as improved self-awareness.

The following steps outline the screening and referral process for potential AIG students: Students can be **referred** to the AIG lead facilitator for AIG which may lead to **screening** through several avenues. The student's **referral** can come from a teacher, a principal, a school counselor, or a parent. Student's can also refer to themselves. Students are encouraged to self advocate. Students who self-advocate are more likely to do well in school, and often confident in what and how they learn.

Screening: Screening is the **initial phase** of identifying potential gifted students by using broad measures to ensure that no student is overlooked.

The Screening process may include the following: **K-2**

- Conduct **universal screening** at key grade levels (often Grades K, 2, or One on One) using standardized assessments such as:
 - Cognitive ability tests (e.g., CogAT, IOWA)
 - Achievement tests (e.g., MAP, i-Ready, End-of-Grade tests)
- All second grade students are tested using the CogAT screener, the spring of their second grade year. Based on the results, second grade students are referred for **AIG screening**, for potential placement
- Collection performance data such as:
 - Classroom grades
 - Benchmark assessments
 - Teacher observations
 - Portfolio samples of student work

The Screening and referral process: **3-12**

- Students who meet at least one of these parameters of the broad sweep are **referred** to the AIG District Office for testing in the areas of aptitude and achievement.
**(repeated from Practice B to include IDENTIFICATION)
- **Referrals** are automatically generated based on the prior year's (EOG) End of Grade score(s) during the Fall EOG sweep.
- Students with EOG state percentiles of 85% or higher are **referred** for AIG screening.
- Students with 98% or higher on any qualifying test are automatically placed in AIG and classified as IG (Intellectually Gifted).
- All students are tested with the CogAT in the spring of their second grade year. Based on results, second grade students are referred for **AIG screening** and potential placement.

K–12 Referral Process for Academically Gifted Students

The referral process allows for **nominations** of students for formal consideration, which may happen at any time K–12.

Step 1: Initiating a Referral

Referrals can come from multiple sources:

- Teachers (based on classroom performance, creativity, leadership, etc.)
- Parents/Guardians
- The student (self-referral)
- Test data (from the screening process)
- Community members

Step 2: Parent Consent

- Obtain **written parent/guardian consent** to proceed with gifted identification testing and/or evaluation.

Step 3: Comprehensive Evaluation

- Administer additional assessments as needed:
 - Cognitive ability tests (if not already completed)
 - Academic achievement tests
 - Performance tasks, portfolios, creativity or leadership inventories

- Consider multiple criteria to ensure an **equitable and inclusive process** (following state and district guidelines).

Step 4: AIG Team Decision

- The **AIG Review Team** meets to review all collected data.
- The team makes a decision on eligibility based on established identification criteria (often multiple pathways such as aptitude + achievement, or high performance + teacher recommendation).

Step 5: Communication of Decision

- Parents/guardians receive formal notification of the decision.
- If the student qualifies, a **Differentiated Education Plan (DEP)** or similar document is developed to outline services.
- If the student does not qualify, the team may suggest continued monitoring, retesting later, or enrichment strategies.

The lead AIG facilitator convenes a meeting with the school's AIG committee and the student's parents/guardians to discuss the student's school performance and signs of giftedness. If the parent agrees to proceed with further analysis of the student's giftedness, the parent will sign the permission to test form, in case further testing is needed.

The GRS (Gifted Rating Scale) and TAB (Traits, Aptitude, and Behavior) are completed by the student's teacher(s). These documents rate certain observable behaviors that show support of gifted identification. It is recommended, if the teacher has not known the student for six months or longer, the GRS should be completed by the teacher who taught the student the previous school year. The purpose is to ensure the observations are completed without any *biases* and a true representation of what the students' academic abilities and giftedness are.

Observation - Rating Referral form	GRS	TAB
Observable Behaviors	<ul style="list-style-type: none"> ● Intellectual ● Academic ● Creativity ● Artistic* ● Leadership ● Motivation <p>*not included in the observation</p>	<ul style="list-style-type: none"> ● Motivation ● Interests ● Communication skills ● Problem Solving ability ● Memory ● inquiry ● Insight ● Reasoning ● Imagination/Creativity ● Humor

If testing scores in the student's file do not support AIG placement, then additional testing is needed. The AIG Coordinator's office schedules additional testing in the form of the CogAT (Cognitive Abilities test) and/or the ITBS (Iowa Test of Basic Skills).

The AIG Coordinator's office compiles the data from the GRS, TAB, and testing and returns a completed FTAP (Frasier Talent Assessment Profile), to the school indicating if the student qualifies as gifted. To qualify for services in the academically gifted program, a student must

meet the criteria in 3 of the 4 areas (Observation/Interest, Creativity/Motivation, Aptitude, and Achievement) on the FTAP.

After receiving completed FTAP, the school's AIG committee convenes another meeting with the parent to discuss the results of the screening and determine:

1. If AIG placement is needed: If a student is placed in AIG at the meeting, a Differentiated Education Plan (DEP) will be completed for the student.
2. If further testing should be conducted: If further testing is to be conducted, the child is referred to the school system's psychologist for an additional aptitude test (WISC-V) and/or an additional achievement test (Woodcock Johnson IV). The team then meets at a later date to review the additional testing results to determine if placement is needed.
3. If the student(s) will not be placed in AIG and no further testing is needed/nor requested.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

Scotland County Schools will conduct an annual broad based sweep of the general population of K-12 students at the beginning of the year (BOY), through the use of EOG test scores, aptitude and achievement assessments as well as the K-2 Math assessment (students scoring 88% correct or higher). Students who meet at least one of these parameters of the broad sweep are then referred to the AIG District Office for testing. These students are then provided advanced differentiation in small groups to meet their extended learning needs, in addition to extension opportunities through the Primary Education Thinking Skills (P.E.T.S) program.

- Grades K - 1 students who show academic and intellectual abilities may be referred for gifted services. Students at the K-2 Grade level are identified using following assessments: The Woodcock-Johnson IV Tests of Cognitive Abilities or the WISC-V Test (Wechsler Intelligence Scale for Children. The WISC-V must be administered by a school Psychologist. Students who are administered the WISC-V must be 6 years of age.
- At 2nd grade, all students across the district participate in the CogAT assessment. This assessment serves as a universal screener to help identify students who are demonstrate high ability levels. These students are referred for gifted services or talent development efforts.
- In grades K-12, Scotland County Schools will use the following indicators in various combinations to determine those students who are AG, IG, AI, and AM or AR 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).

AIG Labels	
AG	Academically Gifted in Reading and Math (88 %ile)

IG	Intellectually Gifted (98 %ile) in both reading and math
AI	Academically/Intellectually Gifted in Reading or Math (98 %ile or above on either)
AM	Academically Gifted in Math - 88 %ile or above
AR	Academically Gifted in Reading - 88 %ile or above

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:

1. Student achievement assessments used are the Iowa Test of Basic Skills, The Woodcock Johnson IV, and the North Carolina End of Grade/End of Course exam. Students who have qualifying scores in either Reading or Math will be identified as AR or AM. A student with a qualifying score in both areas will be identified as AG.

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. Student aptitude assessments used are the Cognitive Abilities test and the WISC-V. Students who have qualifying score in either Reading or Math will be identified as AR or AM. A student with a qualifying score in both areas or in full scale will be identified as AG. Students who score in the 98%ile or above (verbal, quantitative, or Full Scale) will be identified as Intellectually Gifted (IG) and will be automatically provided gifted services. These students will still receive the full battery of tests to determine if the student is academically and intellectually gifted, (AI). A student will receive a designation of AI, if he/she is 98% or higher in one area of the assessment (Math/Reading/Full Scale) and between 88%-97% in another area of the assessment (Math/Reading/Full Scale).

3. TAB (Traits, Aptitudes and Behaviors); to be eligible in this area, a student must have at least 3 of the 10 TAB observations, 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.

Practice C

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

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District Response:

Between the 2021-22 school year and the 2023-24 school year, SCS increased minority enrollment in AIG by 4%. Scotland County Schools continues to seek opportunities for

expansion and ways to increase minority representation even further to narrow the AIG identification gap between white and minority students. During the 2022 school year, Scotland County's student population was 48% African American, yet, AIG African American representation was 21.3%. Although not as large a discrepancy, Scotland Counties Native American population was 15%; however, Native American students made up 12% of SCS's AIG population. It is the goal of the 2025-2028 AIG plan for Scotland County's minority enrollment in the AIG program to mirror the district's overall minority enrollment. The current total number of students identified as AIG is 445, representing 8.6% of the student population.

AIG Students Identified by Race, Gender and AIG Label

AIG Label	Total	Asian (F)	Asian (M)	Black (F)	Black (M)	Hisp (F)	Hisp (M)	Two or More (F)	Two or More (M)	Amer. Indian (F)	Amer. Indian (M)	White (F)	White (M)
AIG	15	0	1	1	2	0	0	1	0	2	1	2	5
AG	87	0	0	8	8	1	1	4	3	4	6	28	21
AM	178	5	5	25	28	5	4	5	7	11	17	23	46
AR	109	0	3	18	17	2	2	8	6	8	4	25	16
Dual (2e)	11	0	0	2	0	0	0	0	2	3	0	2	2
IG	45	1	3	2	4	0	0	0	3	1	3	15	13
Total	445	6	12	56	59	8	7	18	21	29	31	95	103

Scotland County School's AIG Population race, gender and AIG Label- Source: PowerSchool May 2025

Student AIG Population for the 2024-2025 School Year

Grade	Total number of AIG Students	Total Number Students	Percentage per Grade
K	0	385	0
1	0	396	0
2	21	425	4.94
3	24	403	5.96
4	39	395	9.87
5	53	393	13.49

6	39	355	10.99
7	32	377	8.49
8	38	438	8.68
9	36	487	7.39
10	65	403	16.13
11	38	367	10.35
12	60	353	17
Total	445	5177	8.60

Scotland County Schools District student population - 5177 Source: PowerSchool

Scotland County Schools 4 year graduation Rate: 2021 - 2025: 95% - Source: School Report Card

During the 2020-2021 school year growth of the AIG student population was hampered due to the COVID19 pandemic. Some students were tested individually upon teacher and parent request, however there was no mass screening during the 2020-2021 school year. As a result of this data, Scotland County Schools continues to expand the search for under-represented students in innovative ways as a means of increasing/expanding diverse representation across subgroups. Scotland County Schools uses a variety of mass screening and referral procedures throughout the school year to assist in the identification of gifted students from diverse backgrounds.

Data is collected regarding student achievement, student aptitude as well as observations. The data comes from various sources and through various district wide screenings with the goal of increasing representation across diverse populations of students. Following research that achievement testing provides more opportunities for AIG identification within minority subgroups versus solely using ability testing for AIG placement, an additional achievement placement option, the use of EOG scores, was added to the 2016-2019 AIG plan. SCS now employs two ability test options and three achievement test options for placement. Due to all 3rd-10th grade students taking the EOG/EOC at the end of each school year, the addition of the EOG/EOC serves as another universal screener option, much like the use of the CogAT test for all 2nd grade students. Examples of SCS's broad spectrum screeners are bulleted below:

- CogAT - Cognitive Abilities Test
- IOWA/ITBS - Test of Basic Skills
- EOG / EOC Scores - End of Grade / End of Course

An annual aptitude universal screening of all second grade students occurs during the spring of each school year. This screening should take place at the end of students' 2nd grade 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 second

grade student on the appropriate form. These scores will be examined for potential AIG referral nominations.

An annual broad-based sweep of the general population grades 3-12 (e.g. a review of EOG and EOC test scores at the 85%ile or above). By October 31 of each year the lead AIG Facilitator at each school should complete the SCS Tally Sheet, recording the names and scores of those students who scored at or above the 85th percentile on the EOG/EOC tests the previous year.

As a result of the broad sweeps and data review processes outlined above, the lead school-based AIG facilitator begins a referral-seeking process to request input from teachers, parents and others who may have knowledge of the student's learning needs. At this point, the lead AIG facilitator follows the referral and screening process cited in Standard I Section A and B.

To help expand understanding of giftedness and counter potential misconceptions about various subgroups, teachers are provided professional development in the areas of underserved gifted populations and identification of these students. The goal is to increase referrals of underserved students beyond the broad sweeps in 2nd grade and annually with the EOG/EOC. This professional development is delivered by the AIG coordinator or AIG facilitator school leads.

Scotland County School will continue to use the current referral and identification process to place the students in the AIG program for the 2022-2025. School year. Scotland County Schools will rely upon educational research as it relates to AIG and best practices.

Practice D

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

District Response:

The AIG referral process is outlined in flowcharts available to all schools. These flowcharts are linked to the AIG department page on the SCS website. The AIG facilitators use the flowcharts consistently to guide their work. All charts and forms needed for the AIG referral process are provided to lead facilitators. In addition, they are available to them on the AIG department website. [Link flowchart](#)

Lead AIG Facilitators at each school are required to present an overview of the AIG referral and screening process to all teachers as part of their opening school year meetings by October 31st. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator. The presentation will highlight the district's AIG plan and the comprehensive AIG services offered throughout the district. The presentation will also review the processes for AIG referrals. An AIG FAQ document for teachers and administrators will be distributed at the training by the school's Lead AIG facilitator.

The AIG Coordinator/Director shares the **screening, referral, and identification process** with all administrators at the principal and assistant principal leadership meeting at the start of the school year.

The SCS AIG department maintains a database that outlines each student's place in the referral process, the progress of their referral in the system at both the district and school level, as well as whether the student was identified as AIG or not.

For all students referred for AIG screening, a folder is created at the district level that maintains all of the AIG referral paperwork for reference and documentation of the initiation of AIG consideration. This paperwork is monitored for compliance at each step in the referral process. If a student is placed in AIG, an AIG placement folder is created for the student to be placed in their cumulative folder. If a student does not place in AIG, an inactive file is created that holds their referral and screening paperwork within their cumulative file.

Practice E

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

District Response:

Scotland County Schools AIG Program has a very clear and precise screening, referral and identification process that is been communicated to teachers, administration, parents and students through brochures, meetings and websites. AIG brochures are available in English and Spanish. Other languages will be translated as needed.

The AIG brochures are updated and available at each school. These brochures are also distributed through the Scotland County Schools Central office to community locations.

AIG information is available to parents during open houses and curriculum nights. Each school is required to hold an AIG parent information night within the first 4.5 weeks of school. This meeting is open to all interested parents. The AIG parent meeting highlights the referral and screening process as well as the school's AIG programming. Parents are informed about the difference between AIG identification vs Cluster Class placement process.

Scotland County Schools establishes Cluster classes for math and reading based upon data, reviewed annually. AIG students are placed in Cluster Class(es) with students who are mixed ability high achievers. Students who perform at a high academic level but are not AIG may be placed in the Cluster class. The Cluster Classes are supported with teachers who are AIG licensed. The AIG teacher is trained and supported with professional development to meet the needs of his/her students.

The district AIG plan, general AIG information, and AIG FAQs are located on the Scotland County School website. Each school's lead AIG facilitator presents AIG information to the school staff at the start of each school year, no later than October 31st, to include identification processes as well as traits of "underserved gifted" students. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator. The purpose of the shared presentation is to provide a clear consistent message about the Scotland County School AIG program.

Practice F

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

District Response:

A student's referral process is monitored at the district level through a paperwork tracking system to ensure that paperwork and needed testing is completed in a timely manner. Student's assessment and AIG referral data are documented on the FTAP form (Fraser Talent and Assessment Profile).

The AIG facilitator in each building reviews the FTAP with the parents and AIG placement team during the student's placement/non-placement meeting. All dates for assessments and meetings are documented on the FTAP as well as in meeting notes. Parents are provided copies of the students' Differentiated Education Plan and Due Process. These materials remain in the student's cumulative folder. Students who do not place have an inactive file placed in the cumulative folder to document testing data and progression through the referral process.

Practice G

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

District Response:

Development and Documentation of a Student DEP (Differentiated Education Plan)

Preparation and Planning**Gather the needed Student Data**

- Review formal identification results (cognitive, achievement, performance data).
- Collect classroom performance records, work samples, and teacher observations.
- Consider social-emotional and behavioral needs.

Develop the DEP Team - Ensure the team is comprised of educators who are familiar with the the students academic background

- Include AIG specialist, classroom teacher(s), counselor (if needed), administrator, EC specialist if the student is twice exceptional and parent(s)/guardian(s).
- When appropriate, include the student, especially for middle and high school levels.

Schedule the DEP Meeting - Provide enough notice that will allow all stakeholders involved time to prepare for the meeting.

- Notify all team members, including parents/guardians, with adequate time to prepare.
- Provide an agenda and any preliminary documents in advance.

Development of the DEP**Identify Student Strengths and Needs**

- Discuss assessment data and classroom performance.
- Identify academic, social-emotional, and enrichment needs.

Determine Differentiated Services & Strategies

- Choose appropriate services (cluster grouping, acceleration, enrichment,

- compacting, mentorships, etc.).
- Align services with student strengths and interests.
- Address school transitions (elementary to middle, middle to high).

Set Measurable Goals

- Develop specific, measurable, achievable, relevant, and time-bound (SMART) goals. The goals may address academic growth, enrichment, social-emotional development, or leadership. The goals should be referenced through out the school's year with each student. This can be done with the AIG facilitator, students teacher(s) or school administrator(s).

Document the Plan

Use the district's DEP template

- Ensure documentation includes:
 - Student profile and identification information
 - Differentiated curriculum and instructional services
 - Measurable goals
 - Progress monitoring plan
 - Parent/guardian input
 - Allow all team to sign the DEP

Implementation of the DEP Plan

Communicate the DEP

- Share the finalized DEP with all relevant teachers and staff.
- Ensure all parties understand their role in delivering the differentiated services.

Deliver Services

- Implement the instructional strategies, differentiation, and services as documented.
- Provide ongoing support and coaching to teachers as needed.

Monitoring and Review

Monitor Progress

- Collect evidence of student growth and achievement related to DEP goals.
- Use formative assessments, classroom performance, and teacher observations.

Conduct Annual Review

- Schedule and conduct a formal DEP review meeting with parents/guardians and the DEP team.
- Evaluate the effectiveness of the current plan.
- Revise goals, services, and strategies based on the student's current needs and progress.

Document the Review

- Update the DEP document to reflect any changes.
- Maintain accurate records for compliance and reporting.

Support School Transitions

Plan for Transitions

- For students moving to a new grade span (e.g., elementary to middle school), ensure DEP information and services are shared with the receiving school's AIG team.
- Schedule transition meetings as needed to ensure continuity of services.

Update and Communicate

- Revise the DEP to reflect changes in the student's academic environment, needs,

- and new educational opportunities.
- Ensure parents/guardians remain informed and engaged.

The Goal of Standard 1

The goal of standard one is the following: To ensure that the Scotland County School's' district AIG identification procedures are transparent, fair, and inclusive, using multiple criteria and data sources to accurately identify gifted learners and connect them to appropriate, challenging educational services that meet their individual needs.

Standard 2: Service Delivery within the Total School Community

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

Practice A

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

District Response:

Scotland County Schools has an array of AIG services to meet the needs of the gifted learner. When redesigning programming for gifted learners, it is 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.

Enrichment opportunities will be provided for students K-12 that offer critical thinking, problem solving, and encourage the growth of 21st century skills. Each school will be required to turn in an AIG plan by September 30th to the AIG Coordinator that outlines the AIG programming for the school year to include enrichment activities outside of the classroom. The plan will address programming that contains the following:

- Talent development for K-2 using the P.E.T.S curriculum
- Cluster class schedule for Math and Reading for those students identified as AIG in Math/Reading/Both as well as IG and AIG for grades 3-8.
- Students are placed in cluster classes based on their area of giftedness and/or their potential for extension and/or growth in the subject area. Students are served in both reading and math once identified no matter the area of identification in the Cluster Class. note* Administrators may elect to serve students according to the needs of the student in the area of non-placement.
- Services provided to AIG students are extended to all students in the cluster classes.
- Semester PBL (Project Based Learning) plans for grades 3-8 cluster classes
- High School Level Course schedule for grades 6-8 to include Math I and English I Honors, and AP

- Students who are AIG in both Math and Reading have the option to participate in CCP (Career and College Promise) courses entering grade 9. Students must demonstrate college and career readiness in English, reading and mathematics on an approved assessment (Table 1). AIG Students in grades 8th & 9th are provided the opportunity to take the ACT 8/9, each school year (October) to demonstrate readiness.

Table 1. Direct Placement Course Eligibility Scores - CIHS Grades 9-13

Test	PSAT 10 and PSAT/NMSQT and Future**	SAT (March 2016 & Future)	Pre - ACT and ACT	NC DAP (NCCCS Cut Score)	Rise Placement Test
English	26 or a composite score of 460 for Evidenced-Based Reading and Writing	480 Composite Score for Evidenced-based Reading and Writing	18	Composite Score of 151 or higher	
Reading	26 or a composite score of 460 for Evidenced-Based Reading and Writing		22		See Table 2 Below*
Mathematics	24.5 or 510	530	22	7 on each assessment for DMA 010 thru 060	See Table 2 Below**

Advanced Placement (AP)		International Baccalaureate (IB)		Cambridge International Examinations	
English, Language And Composition	3 or higher	IB English A (Standard or Higher Level)	4 or higher	AS Level English Language	C or higher
English, Literature, and Composition	3 or higher	IB Mathematics (Higher level)	4 or higher	A Level English Language	C or higher
Calculus AB	3 or higher	IB Advanced Mathematics (Higher Level)	4 or higher	AS Level Language and Literature in English	C or higher
Calculus BC	3 or higher	IB Mathematical Studies (Standard Level)	4 or higher	AS Level Math	C or higher
*To be eligible for enrollment in a gateway English or Math course, students must demonstrate college readiness in English, Reading and Mathematics on an approved test or tests. Eligibility may be demonstrated by achieving the required scores on a single test or by combining test scores from any of the approved assessments. For example, a student may combine a 22 on ACT math with a 480 on SAT composite score for evidence based reading and writing to demonstrate college readiness.				A Level Math	C or higher
				A Level Mathematics - Further	C or higher

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Table 2. Rise English and Math Assessment/Course Eligibility Score - CIHS 9-13

Rise English Placement Test/Course Eligibility			
Students are eligible to register for:			
Tier 1 Placement Test*		English-111 with a co-requisite	
Tier 2 Placement Test*		English-111 without a co-requisite	
<p>*If a student does not score 70+ on the Rise English Tier 1 Placement Test, he/she may enroll in the curriculum Rise Transition English course (available through curriculum only).</p> <p>**A student must score 70+ on the Tier 1 before taking the RISE English Tier 2 Placement Test.</p>			
** Rise Math Placement Test/Course Eligibility**			
Tier 1*	MAT-110 without a corequisite	OR	MAT-143 with a co-requisite OR MAT-152 with a co-requisite Note: Enrollment in MAT-143 and MAT-152 also contain a prerequisite of ENG-002 (This replaces DRE-098)
Tier 2**	MAT-143 without a co-requisite OR MAT-152 without a co-requisite	OR	MAT-121 with a corequisite OR MAT-171 with a corequisite
Tier 3***	MAT 121 without a co-requisite OR MAT 171 without a corequisite	OR	
<p>*If a student does not score 70+ on Rise Math Tier 1 Placement Test, he/she may enroll in the curriculum RISE transition Math course (available through curriculum only).</p> <p>**A student must score 70+ on Tier 1 before taking the RISE Math Tier 2 Placement Test.</p> <p>***A Student must score 70+ on Tier 2 before taking the RISE Math Tier 3 Placement Test.</p>			

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- A budget for curriculum expenditures (novels, textbooks, technology), field trips, and after-school programs will be allocated if funding is available. As funding permits, funding will be provided to schools to supplement additional enrichment programs.

Differentiated Education Plans (DEP's) are provided to all AIG identified students' teachers, regardless of content area (Math, ELA, Social Studies or Science) by the lead AIG facilitator. The DEP's for each student identified is reviewed by the grade level teacher each academic year.

Middle school AIG students are asked to pursue a passion project and/or a challenge project based upon their interest. By requiring students to pursue a passion and/or a challenge project, Scotland County Schools fosters the development of future ready skills related to problem solving, creative-abstract thinking, perseverance, and leadership.

With the guidance of their AIG facilitator, students will participate in goal setting each semester. Students will review their semester goals each quarter to determine if they are meeting their goals or if adjustments need to be considered. Students will reflect on their academic and/or

social/emotional goals. Students monitor their goals throughout the school year, as they work to reach the goals by the designated date.

Practice B

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

District Response:

The students' needs should be addressed through 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.

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 lead teachers and the school counselors collaborate to provide appropriate professional development for support in understanding the emotional and social needs of AIG identified students. This professional development will encourage collaboration between support staff and classroom teachers in meeting the intellectual, social, and emotional needs of gifted learners.

In Scotland County Schools, there are several measures that are in place to address the social and emotional needs of AIG students. In grades 1-5, Second Step is implemented by the schools' counselors. Second Step is an emotional/social skills development program that addresses issues surrounding coping skills, controlling impulses, reactions to others, and understanding personal emotions.

A similar program, Overcoming Obstacles, is implemented at the middle school level.

Overcoming Obstacles addresses the following topics:

- Creating a positive environment
- Acquiring Core Skills
- Developing Related Skills
- Demonstrating Skills

During the 2022 school year, Scotland County Schools implemented the Rhithm (SEL screener). The program is used daily by grades K -12. Rhithm is a K-12 student and staff wellness check-in tool.

School counselors pull students for small groups related to determining if students are experiencing anxiety, bullying, stress, or grief. In addition to school counselors, Scotland County has school based mental health counselors that work one on one with students to address emotional and social stresses stemming from events that take place outside of the academic setting and within the school environment.

Practice C

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

District Response:

Scotland County Schools offers opportunities for classroom teachers to obtain AIG certification in grades K-12. The premise behind this offering is to ensure that AIG cluster class services are delivered by AIG certified teachers as well as increase differentiation services in all classrooms and across all content areas beyond reading and math.

Scotland County Schools will maintain the AIG program alignment with Core Curriculum and instructional practices. AIG facilitators will meet three times per year to develop and adjust differentiated pacing guides in grades 3-8 in both Math and Reading. These pacing guides are connected to the Scotland County Schools adopted instructional practices and are available on the Scotland County Schools district website.

Practice D:

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

District Response:

Scotland County Schools ensures the academic needs of all students are met through the Multi-Tiered Systems of Support (MTSS), the AIG Program, and extended activities during and after school. The varied opportunities of support are important, because it allows parents, guardians, teachers and students to engage in a partnership and learning opportunities that supports the educational experience. The support is provided by being intentional about (1) the instructional practices, (2) the curriculum taught, (3) the environmental setting in which students learn and (4) extended opportunities offered.

Each school utilizes flexible grouping strategies to support students. Flexible grouping ensures students are provided many opportunities to engage in different groups based upon their learning need, interest, readiness and learning style. The following strategies may be utilized within in the flexible groups to determine learning outcomes:

1. The teacher will define and provide clarity of the learning objective for students.
2. Teachers will ask students about their learning needs and interests (via survey). Parents may also be asked to provide input.
3. The teacher will determine what types of flexible grouping is needed to support students with meeting the learning objective: whole class, small group, partners based upon data.
4. While students are engaged in learning, the teacher will assess the learning during and/or after lessons are taught.
5. The teacher will review student data to determine if the flexible grouping is meeting the students needs. The data reviewed may include the following: NC Check Ins, Common/Formative Assessments, student portfolios & surveys etc.,)
6. Teachers will debrief with students (Whole group, small group and individually as needed). Debriefing allows students to make connections about what was learned

compared to the learning objective presented. The strategies implemented within the flexible groups are continuous.

Students who participate in the AIG program are provided the opportunity to participate by cluster class grouping. Cluster class grouping is a method implemented to provide students AIG services by a licensed AIG teacher. Students are placed in the cluster class based upon their ability and potential for growth. Students in the cluster classes receive the following services:

Grades K-2:

Differentiated services may be delivered to students by modifying the content and/or pace of the instruction through the following grouping strategies:

- Differentiated small group instruction with advanced same-grade level peers
- Grade advancement by subject only
- Full Grade advancement
- P.E.T.S (Primary Education Thinking Skills) curriculum through whole group as well as differentiated small group instruction

Grades 3-8:

Differentiated services may be delivered to students by modifying the content and/or pace of instruction through the following grouping strategies:

- Cluster class placement with an AIG certified teacher for grades 3-7 ELA and/or Math.

Cluster classes in 8th grade will be served through Math I and English I. In order to provide a scholastically and emotionally supportive environment where both gifted as well as students with advanced learning needs are met, the following guidelines for student placement should be followed in the bulleted order as class space permits:

For Rising 3rd Grade:

- Gifted identified students and students who score 88% or higher on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat
- Students who score 88% on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat.
- Students who score 80 - 87% percentile on AGE percentile rank on Verbal, Quantitative, or Full Scale CoGat are considered for the cluster placement and/or the nurturing group.
- Students who score 80% or higher on LOCAL SCORES percentile rank on Verbal, Quantitative, or Full Scale CoGat

For Rising 4th - 7th Grade:

- Gifted identified Students and/or students with Level 5 on Math/ELA EOG
- Students with EOG scores that show state percentile of 80% or higher
- Students with an EVAAS projected state percentile of 80% or higher on the following year's EOG in Math and/or Reading
- Students with EOG scores that show **state** percentile of 75% or higher
- Students with an EVAAS projected **state** percentile of 75% or higher on the following year's EOG in Math and/or Reading

For Rising 8th Grade:

- Gifted identified students and/or students with Level 5 on Math 7/ELA 7 EOG
- Students with EOG scores that show state percentile of 88% or higher
- Students with an EVAAS projected state percentile of 80% or higher on the Math I or English I Exam
- Students with EOG scores that show state percentile of 75% or higher
- Students with an EVAAS projected state percentile of 75% or higher on the Math I or English I Exam

Grades 9-12:

Differentiated services may be delivered to students by modifying the content and/or pace of instruction through the following grouping strategies:

- Flexible Scheduling
- Sequential Course Acceleration Subject Grouping
- Course Skipping (Course Demonstrated Mastery)
- Course Acceleration Online Courses (NCVPS)
- Independent Study Dual Enrollment
- College and Career Promise Courses
- Early Graduation
- Early Admission Special Programs
- Early College
- Honors Courses
- Advanced Placement

All K-12 school AIG enrichment activities, documented in the school's annual AIG plan, will include all students enrolled in the cluster classes.

Practice E

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

District Response:

Scotland County Schools offers staff development regarding the AIG program to all teachers, school administrators and support staff at the beginning of each school year, no later than October 31st, which outlines the district's AIG programming. Lead AIG facilitators in each building will receive a presentation with presentation notes from the AIG coordinator. The presentation will highlight the district's AIG plan and the comprehensive AIG services offered throughout the district. The presentation will also review the processes for AIG referrals. An AIG FAQ document for teachers and administrators will be distributed at the training by the school's Lead AIG facilitator. AIG brochures are updated to reflect all programming changes in the current AIG plan.

Differentiated Education Plans (DEPS) are provided to all AIG identified students' teachers, regardless of content area (Math, ELA, Social Studies, Science) by the lead AIG facilitator. These documents provide a quick overview of the student's area of giftedness, the student's interests from the interest's survey, and the student's strengths and areas of needed growth.

The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each lead AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.

The AIG district coordinator provides AIG plan compliance and expectation training for school administrators in September and May to ensure adherence to plan mandates and best practices with regards to student scheduling, teacher placement, differentiated instruction, and school enrichment opportunities.

Professional development sessions on differentiation, rigor, and the social/emotional needs of the gifted learner are offered throughout the school year during school based and district based professional development.

Practice F

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

District Response:

Scotland County Schools provides opportunities for vertical communication between the AIG teachers at each elementary and middle school. Differentiated Education Plan (DEP) transition meetings are held when students transition from 5th to 6th grade and when students transition from 8th to 9th grade. The meetings are initiated by the lead AIG facilitator at each school. The facilitator reaches out to parents to discuss each AIG student's strengths and needs. The forms are completed in the entirety once the students transition from elementary to middle school and from middle school to high school. All transition meetings should occur at the new home school by Oct 15 of each school year.

Prior to a student's transition to the new school, elementary or middle school AIG facilitators will document the 5th or 8th grade child's strengths and needs on the Transition year DEP (DEP-M for Elementary and DEP-H for Middle School). At the start of the following school year, the Middle School or High School AIG facilitator should meet with the 6th or 9th grade parents to review the prior school's comments and review the AIG services that will be offered during the new grade span (6-8 or 9-12). Students in 5th grade and students in 8th grade will be offered the opportunity to visit their respective middle school and high school as they transition to the next grade span.

For non-transition years, students' DEPs should be reviewed annually during the spring, parent/teacher conferences to note any changes that might need to occur in the DEP based on the students' performance during the school year.

Differentiated Education Plans (DEP's) are provided to all AIG identified students' teachers, regardless of content area (Math, ELA, Social Studies, Science) by the lead AIG facilitator.

Practice G

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

District Response: For early entry into kindergarten, students are eligible for placement under the following combinations of conditions:

Student Aptitude: The student is advanced in academic and social development and scores at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, the Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.

Achievement: The student is functioning two to three years beyond the child's peers. The student scores at the 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist. A member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment may assess the student to determine placement.

Performance: The student is able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal reading assessment of the student.

Observable Student Behavior/Student Interest: The student demonstrates social and developmental maturity sufficient to participate in a structured setting for a full school day. The student is capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.

Motivation/Student Interest: The principal or principal's designee shall conduct an informal interview with the student and a more structured interview with the parent to determine if the students displays a thirst for knowledge and seeks new and challenging learning situations.

For grades 1-8, subject acceleration or full grade advancement is used as a service option for students who require this differentiation. The decision to implement either full or partial acceleration is a school based decision. Students are eligible for acceleration based on the following factors:

- Teacher letter of recommendation with the endorsement of the principal noting social and emotional maturity.
- Advanced performance in core areas documented by EOG scores at 95%ile or above in all test core areas. (Grades 3-8 only)
- Aptitude of at least two standard deviations above the mean.
- Achievement in all core content areas at 95%ile or above using an individual standardized assessment current within the year.

Resources and support are provided to administrators, teachers, and families to better understand acceleration options. When applicable and available, opportunities for distance or virtual learning off grade level will be offered to students who qualify for acceleration.

Compacting of both Math and English Language Arts is offered at the middle school level through the compacting of standards across grades 6-7. In order to offer high school courses, Math I and English I to is offered to 8th grade students.

For High School Credit Courses:

Credit by demonstrated mastery (CDM) is another option for students who can show that they have mastery of a course's content prior to actually taking the course. Credit by Demonstrated Mastery is the process by which Scotland County Schools, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. "Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge. Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. (3) Scotland County Schools may request additional requirements, such as performance tasks. This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting.

Practice H

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

District Response:

In the early grades (K–3), it is essential to cultivate and develop the potential of young learners through early intervention and intentional talent development opportunities. At this stage, children are rapidly developing cognitive, social, and emotional skills, and providing access to enriched learning experiences can spark curiosity, foster creativity, and lay the foundation for future academic success. Purposeful programming, such as inquiry-based learning, problem-solving activities, and differentiated instruction, allows young students to explore and demonstrate their abilities in supportive environments where their strengths are recognized and nurtured.

By identifying emerging talents early and offering targeted enrichment opportunities, schools can ensure that students from diverse backgrounds have equitable access to gifted services. Early exposure to advanced content, higher-level thinking skills, and creative challenges helps students build confidence, resilience, and a love of learning. This proactive approach not only supports the intellectual growth of young gifted learners but also helps to close opportunity gaps, ensuring that no potential goes unnoticed or untapped.

To meet this need, school's should continue to implement the Primary Education Thinking Skills (P.E.T.S.) curriculum, which is specifically designed to build critical and creative thinking skills in young learners through engaging, story-based lessons. School's and the AIG facilitators should continue to implement the LADDERS curriculum which further supports talent development by providing tiered enrichment opportunities that help scaffold higher-level thinking, logical reasoning, and problem-solving in an accessible way. These programs allow educators to intentionally identify and nurture the strengths of all students, particularly those who may not yet demonstrate traditional academic giftedness but show potential through advanced thinking and reasoning skills. By incorporating P.E.T.S. and LADDERS, schools create equitable pathways to gifted identification and ensure that all students have the opportunity to thrive from the earliest years.

Many enrichment opportunities exist for academically or intellectually gifted learners, both within the school environment and through outside agencies. All schools, K-12, are required to turn in an enrichment plan by October 31st to the AIG Coordinator. This plan will describe the enrichment opportunities that will be offered to AIG students during the school year. These enrichment opportunities are interdisciplinary and meaningful. Furthermore, the opportunities provide venues and experiences that help grow the social and emotional needs of AIG students by providing appropriate challenges within an environment where students feel supported and safe to excel. These enrichment opportunities may include, but are not limited to:

Student Enrichment Opportuinites	
<ul style="list-style-type: none"> ● Beta Club ● Duke Talent Identification Program ● Governor's School* ● Math counts Team ● Odyssey of the Mind ● Oban Exchange Program ● Quiz Bowl Team ● Robotics ● Science Olympiad 	<ul style="list-style-type: none"> ● STEM ● Summer Ventures ● Enrichment Field Trips ● Learning Excursions ● Seminars ● College Visits ● Book Clubs ● Battle of the Books

New opportunities are continuously added that benefit the gifted student as well as the high achievers.

Practice I

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

District Response:

Mindset development and implementation among administrators, teachers and students will require Scotland County schools to offer professional development that addresses the importance of implementing mindset strategies, beliefs and practices

Develops mindset:

- Scotland County Schools will present positive mindset training that will promote equity and broaden access to advanced learning opportunities for teachers and students. Some of the topics of discussion may include:
 - How to Foster a Growth Mindset in the Classroom
 - Growth Mindset and the Student Achievement connection
 - Building a Growth Mindset for Teachers
 - The Importance of Including Growth Mindset in Lesson Delivery
 - Growth Mindset in teaching Math and Science

The mindset training will provide teachers the tools needed inbedded mindset in their lessons and increase the growth of student learning in core and content areas.

- Scotland County Schools Mindset policy:
All leaders, administrators, teachers and students will recognize and respect the diversity of the Scotland County Schools community and work as a team to ensure academic success:
 - Engage students in rigorous activities which support and encourage high achievement.
 - Provide a safe and caring, learner inspired enviornment.
 - Encourage student collaboration, positive behaviors and promote respectful teacher-student, student-student interactions.
 - Allow students the opportunity to independently engage in learning experiences that promote self determination and confidence.

The Scotland County Schools Mindset policy enforces the belief the entire school district must recognize and respect the differences of others. Scotland County Schools believes all students can thrive when provided the opportunities to engage in rigourous work and collaborative interactions with their peers.

- Mindset Practices:
 - Teachers will be reflective in their practices & be aware of unintentional bias.
 - Create a classroom culture that allows students to advocate for themselves.
 - Use visual (images) materials the promote diversity in the classroom
 - Reduce race and gender barriers that impede learning
 - Recognize students have different educational needs
 - Accommodate learning styles and disabilities
 - Hold all students to high expectations

- Diversify curriculum

Teachers who understand the implications of mindset practices will see their students, learn from their mistakes, notice students are more engaged when the task / work provided is challenging, achieve higher scores on math and english language arts, are less likely to Fail fewer classes and see a significant increase in GPAs. Fostering growth mindsets in students has been proven to increase student motivation, ownership of learning, and academic achievement.

The mindset practices and policy will be implemented to support all administrators, teachers and student learners. The purpose of teaching and modeling mindset development is to provide learners with the beliefs they can be successful.

Practice J:

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

District Response:

To enhance and further develop the talents and interests of Academically or Intellectually Gifted (AIG) students, it is vital to offer extra-curricular programming both during and outside of the regular school day. These opportunities allow students to deepen their knowledge, explore new areas of interest, and engage in authentic, hands-on learning experiences that extend beyond the standard curriculum. Purposeful enrichment not only nurtures academic growth but also fosters creativity, leadership, collaboration, and social-emotional development—key components in meeting the needs of gifted learners.

In grades K–2, young learners can benefit from activities such as STEM clubs, book clubs, creative writing workshops, and P.E.T.S.-inspired thinking labs that encourage exploration and spark curiosity in a playful, supportive setting. For students in elementary grades (3–5), programming might include Math Olympiad, Science Fair projects, Destination Imagination, robotics clubs, or Young Author events provide opportunities that allow students to apply their talents in collaborative and competitive environments. In the middle grades (6–8), AIG learners can engage in Science Olympiad, debate teams, coding clubs, student leadership groups, or service-learning projects that develop both intellectual and interpersonal skills. At the high school level (9–12), talent development expands to include Advanced Placement (AP) coursework, internships, academic competitions (such as Quiz Bowl or Model UN), dual enrollment, research projects, and leadership in school or community organizations.

By providing a wide variety of enrichment opportunities across grade levels, schools can ensure that AIG students remain engaged, challenged, and inspired. These activities not only allow students to pursue individual interests but also help build critical life skills such as perseverance, teamwork, and innovative thinking—preparing them for success in both academic and real-world settings.

For teachers who struggle with the implementation of extra-curricular programming, the district should consider providing professional development to support the extend activities. Teachers may also consider inviting guest to the classroom to share their professions and expertise in areas student of student interest.

The Goal for Standard 2:

The goal of standard two is to implement and sustain a comprehensive K–12 AIG program that provides a continuum of services designed to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. Through intentional, strengths-based learning experiences supported by the entire school community, the program will ensure equitable access to enrichment and advanced learning opportunities for all identified students, regardless of demographic background or economic status.

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response:

Scotland County Schools will continue to support the Core Curriculum in the AIG curriculum and extend the content to provide in-depth studies, rigor and challenging content. Currently, the cluster programs at the elementary and middle school level have clearly defined curriculum goals that are aligned with the principles of differentiation and with the NC Standard Course of Study. In order to differentiate the NC-SCoS for the needs of AIG students, AIG certified teachers will convene each summer to support the district pacing guides, by adding resources and lesson plans with the needs of AIG students in mind. Each semester of the school year, AIG students in grades 3-8 will be required to participate in at least one Project Based Learning (PBL) project.

Scotland County Schools is 1:1 in grades 3-12 with all students having computers for school and personal use. This technology 1:1 initiative provides opportunities for a flipped classroom model whereby students can advance their understanding of content and curriculum individually and during their time outside of class. This flipped classroom model opens opportunities for greater differentiation during class time through project based learning, compacting of curriculum, extension projects and advanced instructor led in-class offerings. All K-12 schools will offer AIG enrichment programs that offer extension and acceleration opportunities for AIG students. Each school will be required to turn in an AIG enrichment plan by October 31st. to the district AIG Coordinator that outlines the AIG enrichment programming for the school year. The enrichment plan will address programming that begins with talent development and advanced differentiation opportunities for K-2, continues with cluster, advanced offerings, and enrichment services for 3-8, and concludes with AP, CCP, honors, and enrichment 9-12. As funding permits, funding will be provided to schools to supplement their enrichment programs.

Practice B

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

District Response:

To effectively meet the diverse learning needs of AIG students across K–12, it is essential to use a student-centered approach that takes into account each learner’s identified abilities, readiness levels, and interests. The first step is to gather comprehensive data through formal and informal assessments, including cognitive ability scores, achievement test results, classroom performance, teacher observations, and student self-assessments. This data provides a holistic picture of each student’s strengths, challenges, and areas of interest, which can be used to design personalized learning experiences that align with their developmental needs.

Once students’ abilities and readiness are identified, the next step is to implement differentiated instructional strategies to ensure appropriate challenge and engagement. For younger students in K–5, this might include flexible grouping, tiered assignments, or curriculum compacting to allow advanced learners to move beyond grade-level material. For middle and high school students (6–12), differentiation may involve more complex strategies such as honors or Advanced Placement coursework, independent study projects, or dual enrollment opportunities. Throughout all grade levels, it is crucial to integrate students’ interests into the curriculum through choice-driven projects, inquiry-based learning, and enrichment activities that connect academic content to real-world applications.

It is important to create continuous opportunities for reflection, feedback, and growth. AIG Facilitators and teachers should regularly confer with students to set personal learning goals, monitor progress, and adjust instructional plans to maintain an appropriate level of challenge and motivation. Providing options such as mentorships, extracurricular enrichment, or career exploration activities helps students further develop their talents and fosters ownership of their learning. By intentionally using data on student abilities, readiness, and interests, schools can create responsive, meaningful learning pathways that support the academic and personal growth of AIG students at every stage of their educational journey.

The district employs a variety of effective instructional practices to meet the diverse learning needs of AIG students by intentionally using students’ identified abilities, readiness levels, and interests to guide instruction. AIG-certified teachers at all grade levels will participate in scheduled district planning sessions each year to collaboratively create, refine, and share differentiated units and lesson plans. These curriculum units are designed to challenge and engage AIG students through strategies such as novel studies, project-based learning, student learning contracts, tiered assignments, choice boards, computer-based instruction, and compacted or accelerated content—all tailored to student readiness and interests.

To ensure high-quality implementation of differentiation, principals will conduct regular classroom observations using the district's Walk-Through instrument, specifically looking for evidence of differentiation in content, process, and product based on individual student needs. In addition, teachers will administer student interest surveys at the beginning of the school year to gather valuable insight into students' passions, strengths, and learning preferences via surveys. These surveys help teachers design enrichment opportunities, independent projects, and classroom activities that align with student interests, ensuring both academic growth and personal engagement.

As part of a district-wide commitment to equity and excellence, all schools are required to

submit an AIG Differentiation Plan annually. This plan documents how the school schedules advanced courses, delivers differentiated instruction, and provides enrichment opportunities for AIG students. The plans are reviewed by the District AIG Director to ensure alignment with state standards and district expectations. Through this comprehensive approach combining planning, ongoing monitoring, student voice, and accountability—the district ensures that AIG students at every grade level receive instruction that is responsive, challenging, and meaningful.

Practice C

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

District Response:

Scotland County Schools is committed to incorporating a wide range of evidence-based resources to address the academic, intellectual, and social-emotional needs of AIG students across all grade levels. AIG facilitators, in collaboration with classroom teachers and district leadership, regularly identify, review, and implement high-quality instructional resources designed to differentiate, enrich, and extend learning for gifted students. These resources are thoughtfully integrated into the district's accelerated pacing guides to ensure alignment with curriculum standards while providing opportunities for deeper exploration, higher-order thinking, and authentic learning experiences.

As part of each school's AIG Differentiation Plan, AIG-certified teachers select and utilize a variety of research-based materials tailored to meet the diverse learning profiles of their students. These resources include but are not limited to: William & Mary Language Arts Units, Jacob's Ladder reading comprehension framework, strategies from the North Carolina AIG Conference, the Primary Education Thinking Skills (P.E.T.S.) program for K–2 students, STEM-focused project-based learning units, Socratic seminars, and Achieve the Core instructional units. Additionally, all AIG students engage in at least one Envision Project-Based Learning (PBL) unit per semester to promote creativity, collaboration, and critical thinking.

To support the social and emotional well-being of AIG learners, school counselors and AIG facilitators collaborate to incorporate resources and strategies that nurture resilience, leadership, and self-advocacy. Resource recommendations are reviewed annually, and facilitators work closely with the district AIG Coordinator to propose updates or new adoptions to ensure that instructional practices remain current, research-driven, and responsive to the evolving needs of gifted students. Through this comprehensive and intentional approach, Scotland County Schools ensures that all AIG students have equitable access to high-quality learning experiences that foster both academic excellence and personal growth.

Practice D

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

District Response:

Scotland County Schools remains committed to fostering the development of durable, future-ready skills and mindsets that support AIG students' post-secondary success. The

district continues to emphasize the integration of 21st-century skills—such as adaptability, collaboration, communication, critical and creative thinking, empathy, a learner’s mindset, and personal responsibility across all grade levels. Digital Integration Facilitators (DIFs) partner with teachers to enhance instruction through technology integration, project-based learning (PBL), and the cultivation of leadership and innovation. All AIG students engage in at least one project-based learning experience per semester, which provides authentic opportunities to apply durable skills in meaningful contexts. In middle and high school AIG cluster classes, LMS-modules support student inquiry, research, and collaboration, while also building competencies in global awareness, financial literacy, health literacy, and critical thinking.

To further support the development of durable skills, AIG students have access to a wide range of enrichment and leadership opportunities during and beyond the school day. These include participation in STEAM initiatives, Beta Club, Student Council, county-wide art and music showcases, and school-based creative programs. In addition, students are offered real-world experiences through job shadowing, internships, apprenticeships, and career credentialing opportunities designed to help them connect academic learning to future college and career pathways. At the middle school level, all AIG students pursue passion projects or challenge projects that are guided by individual interests and designed to strengthen problem-solving, perseverance, and creative thinking.

At the beginning of each school year, AIG students complete interest surveys to help teachers and facilitators tailor learning activities and enrichment opportunities to student strengths and aspirations. With the ongoing guidance of their AIG facilitators, students engage in goal-setting conferences each semester where they review projected assessment data, reflect on personal academic and social-emotional goals, and identify strategies for growth. These goals are monitored regularly throughout the semester, providing students with a framework for continuous reflection, resilience, and achievement. Through these intentional practices, Scotland County Schools ensures that AIG students build the essential skills and mindsets necessary for lifelong learning, leadership, and success in an ever-changing world.

Practice E

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

District Response:

Scotland County Schools continues to emphasize the use of ongoing assessment—both formative and summative to differentiate classroom curriculum and instruction for AIG students. Building on the district’s pacing guides, AIG facilitators and classroom teachers work collaboratively to identify key learning objectives for each quarter and select or develop assessment tools that effectively measure student progress toward those objectives. These assessment strategies may include traditional classroom assessments, performance-based tasks, project-based learning, NC Checkin’s (reading, math & science) and other authentic assessment methods. Data gathered from formative assessments are used regularly to adapt pacing guides, modify curriculum resources, and tailor instructional strategies to meet the individual learning needs of students.

To support this practice, Scotland County Schools will provide ongoing professional

development for teachers on the design and use of high-quality formative and summative assessments. Teachers will deepen their understanding of how to use assessment results to guide instructional decision-making, differentiate content, and set meaningful learning goals for AIG students. Additionally, educators will receive training on the development and implementation of clear, standards-aligned rubrics that communicate explicit performance expectations, support student self-assessment, and ensure consistency in grading and feedback.

Through the continued use of purposeful assessment practices and professional learning, Scotland County Schools remains committed to fostering responsive, student-centered instruction that promotes growth, engagement, and academic success for all AIG learners.

Practice F

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

District Response:

Scotland County Schools is committed to fostering collaboration among a variety of school personnel to support the academic, social, and emotional needs of AIG students through differentiated curriculum and instruction. Regular education teachers will receive ongoing professional development focused on the unique social and emotional characteristics of gifted learners to enhance their instructional practices and classroom support. School counselors, AIG facilitators, and classroom teachers will work collaboratively to ensure that AIG students are successfully adjusting to their learning environments and are provided with appropriate academic challenges and emotional support.

As part of this collaborative approach, school counselors will offer targeted small group sessions for AIG students addressing identified needs such as stress management, test anxiety, bullying, or grief. Additionally, when needed, Scotland County Schools provides access to school-based mental health counselors who offer individualized support to address social and emotional challenges arising from both school and home environments. This multi-tiered system of support ensures that AIG students receive comprehensive services that promote their overall well-being and academic success.

Practice G

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

District Response:

Scotland County Schools is aware of the need to grow the potential of our K-3 population. SCS will focus on providing nurturing and developmental enrichment services to students showing potential for giftedness at an early age. Elementary teachers will receive professional development on the characteristics of the AIG student in order to identify and promote the potential of these students. The implementation of whole class talent development at the K-2 grades will address the needs of all SCS students in critical thinking and problem solving activities. District pacing guides at K-3 in reading and math will offer talent development enrichment opportunities based on quarterly standards.

For K-2, differentiated services may be delivered to students by modifying the content and/or pace of the instruction through the following grouping strategies:

- Differentiated small group instruction with advanced same-grade level peers
- Grade advancement by subject only
- Full Grade advancement
- P.E.T.S curriculum through whole group as well as differentiated small group instruction
- Jacob's Ladder Curriculum
- All students in grades K-2 are exposed to units in the P.E.T.S curriculum and based on interest and performance in the units are pulled in small groups for further enrichment to build skills with talent development at the forefront of the program.

For 3rd grade students, cluster classes are offered in the areas of Math and Reading where instruction is delivered by an AIG certified teacher and differentiated advanced curriculum units are used for instruction. These units may include: higher Lexile novel studies, advanced math content standards, and project based learning opportunities.

Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

District Response:

Scotland County AIG teachers meet with other teachers and staff to develop and implement differentiated instruction for the gifted student. AIG teachers will work each summer during the district's C&I week on differentiated pacing guides. These differentiated pacing guides will contain standards based activities that offer opportunities for extension, enrichment, compacting, and acceleration of the curriculum. Best practices during PLCs encourage teachers across various disciplines to develop advanced learning opportunities for AIG students based on current classroom data.

DEP's are shared with all teachers regardless of content area. These documents highlight student strengths and areas of growth as well as the student's area of documented giftedness. The lead AIG facilitator of each school shares this information with AIG student's teachers to help bridge differentiation gaps between regular education and AIG certified teachers.

Differentiated instruction is evident when teachers:

- Offer students options to choose from in assignments or lesson plans.
- Provide multiple texts and types of learning materials.
- Utilize a variety of personalized learning methods and student assessments.
- Customize teaching to suit multiple forms of intelligence.

For differentiated instruction to be successful, teachers will clearly explain the learning goals and the criteria for success. Differentiated learning thrives in a classroom environment where students are working toward shared goals with a growth mindset. Teachers will identify and be responsive to student needs, creating a supportive classroom culture where students embrace differentiation for themselves and their peers.

Scotland County schools commits to ensuring AIG personnel, and other related instructional staff are provided the necessary resources to support student learning.

Practice I

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

District Response:

All AIG students are initially placed in the AIG program when an initial DEP meeting is held. The matching of service options to student's needs should be based on criteria for placement specified for each option and the information collected about the student during the student search and nomination processes. The school system has the responsibility of implementing a variety of student service options that address the needs of identified students. The DEP meeting consists of the parent/guardian, a teacher that works with the student, the lead AIG facilitator, the student (when appropriate) and a school administrator and/or school counselor. If a student is twice exceptional, an EC representative should be part of the DEP meeting with the purpose of aligning the DEP to the student's IEP.

The purpose of the DEP meeting is to discuss the student's strengths and needs as related to his/her academic performance and social/emotional needs. The committee makes placement decisions based on the discussions surrounding the student's strengths and needs related to learning environment modifications such as: AIG Classes for reading and/or math, grouping and subject advancement, dual enrollment, and/or consultation. The discussions also include content modification possibilities such as: advanced content, computer-based instruction, curriculum compacting, differentiated instructional units, independent study, interdisciplinary/thematic units, individualized program, problem-based learning, and/or consultation. At transition years of 5th to 6th grade and 8th to 9th grade, a full committee meeting should be held by October 15th of the new school year at the receiving school. The full transition year process is highlighted in Standard 2e.

Gifted progress reports should be sent home with regular report cards each quarter to reflect the student's progress towards their goals; whether academic, social/emotional, or both. All AIG students are expected to participate in goal setting at the start of each quarter.

The Goal for Standard 3

The goal of standard three is to design, implement, and continuously refine a rigorous, challenging, and relevant K–12 curriculum that meets the academic, intellectual, social, and emotional needs of gifted learners. The district will ensure that AIG students are provided with differentiated instruction, advanced content, and enrichment opportunities that foster critical thinking, creativity, and real-world application. Through ongoing professional development, collaborative planning, and the use of evidence-based instructional strategies, educators will create learning environments that both challenge and support gifted students, empowering them to reach their full potential.

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response:

The AIG Coordinator oversees the AIG program in Scotland County Schools and holds an earned AIG License. The AIG Coordinator received a passing score on the competency-based assessment via the Gifted Education Praxis (5358) mandated by the State Board of Education. The AIG Coordinator participates in ongoing professional development at the regional, state, and national level. The AIG Coordinator implements and leads monthly training and professional development for district AIG facilitators.

The AIG Coordinator's duties include:

With AIG teacher participation, the AIG Coordinator develops a comprehensive plan for delivery of AIG services within the district. The planning incorporates appropriate goals, implementation strategies, evaluation procedures and adequate timelines.

- Assists in monitoring DEP implementation in classrooms
- Observes instruction to provide differentiation feedback to school based administration Ensures compliance with state laws and rules
- Oversees the screening, referral, and identification processes at the district level. Communicates effectively within the school system and community and may serve as liaison between the school system and local, state and federal agencies and other related personnel when appropriate.
- Provides input along with the Finance Director in developing the program budget. Assists in maintaining accurate, up-to-date inventories and preparing records and reports
- Demonstrates professional ethics, shows evidence of planning and accomplishing professional growth objectives and applies leadership skills effectively
- Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs
- Provides professional development and resources to engage AIG facilitators in advanced learning methods and strategies

The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.

The AIG coordinator provides AIG plan compliance and expectation training for school administrators in September and May to ensure adherence to the AIG plan mandates and best

practices with regards to student scheduling, teacher placement, and school enrichment opportunities.

Practice B

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

District Response:

SCS will service AIG identified students with an AIG certified teacher in reading and math at each school in grades 3 - 8. These certified facilitators serve students through core content areas and through enrichment opportunities outside of the classroom. Each school has one lead facilitator who, with their school principal, helps to ensure their building is in compliance with the district AIG plan.

Scotland County School's AIG district team and certified teachers in the schools will provide services to AIG-identified students in grades 3–8 through AIG-certified teachers specializing in reading and mathematics at each school. These certified facilitators support gifted learners both within core content areas and through enrichment opportunities offered beyond the traditional classroom setting. Each school designates a lead AIG facilitator who, in collaboration with the school principal, is responsible for ensuring the school's adherence to the district's AIG plan and maintaining compliance with established guidelines and expectations.

All schools have an AIG facilitator that leads the AIG program in their building. This AIG facilitator will leads the following:

- The AIG referral process,
- DEP meetings, and
- AIG based professional development at their school site.
- Participate in AIG classroom observations and walkthroughs with the district directors

The AIG facilitator may also pull, or push in to classrooms for extension activities based on assessment needs, student interest, and/or may co-teach with non-AIG certified teachers. The AIG facilitator are not required to pull or push in to AIG classes that are supported by an AIG teacher. The AIG facilitator is required to provide support to the certified AIG teacher by providing PD, and support when requested.

The high school has teachers certified as honors and AP teachers. The high school principal's designee is responsible for the DEPH's, AG25's and Differentiated Education Plan.

Practice C

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

District Response:

Scotland County Schools recognizes the need to give all of our employees a chance to receive AIG professional development locally. Scotland County Schools offers 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. Furthermore, SCS will cover the cost of one attempt at the AIG praxis test for any teacher seeking AIG certification without course enrollment.

At the start of each school year, the AIG lead facilitator conducts beginning of year training on the AIG learner and the AIG identification process. The training may include, but are not limited to: identification in underrepresented gifted populations, characteristics of giftedness, and the social/emotional needs of the gifted. As funding allows, a cohort of 10-20 teachers across K-12 will attend the state AIG conference each school year. They will be expected to return to their buildings and offer professional development to their peers regarding best practices that they acquired at the conference.

AIG Plan compliance training takes place at the beginning of the school year for administrators during the principal and assistant principal district meetings.

The AIG coordinator leads biannual meetings for AIG lead facilitators to review their identification processes and procedures as well as share best practices. The AIG Coordinator provides each lead AIG facilitator with a semester based checklist to ensure compliance with AIG plan expectations and deadlines.

Practice D

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response:

Scotland County Schools will provide the opportunity for regular education teachers to gain AIG licensure through UNC-P or the AIG Praxis Exam. Either an AIG certified teacher or the AIG lead teacher will provide AIG core content services through the district's cluster model in Reading and Math in grades 3-8. Advanced content/High School credit courses are offered to 8th grade students for Math and Eng 1. Teachers at grades K-2, 9-12 and non-ELA/Math teachers are encouraged to pursue their AIG add-on licensure at district cost. When professional development day agendas allow, lead AIG facilitators offer training sessions on AIG differentiation, rigor, and AIG student social and emotional needs.

The AIG coordinator meets with K-8 principals and K-8 AIG facilitators in the late spring/early summer to share cluster class placement guiding practices as well as review teacher class rosters to ensure that AIG students are appropriately placed. AIG Cluster Class Guiding Practices are cited in Standard LLC.

Practice E

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

District Response:

Scotland County Schools will seek to recruit teachers who are AIG-licensed, by attending job fairs at local and, state and out of state universities. Scotland County Schools will highlight all the benefits and perk awards if selected as the school district to begin a professional career. Scotland County Schools also recruits AIG teachers within the school district. SCS's offers support for teachers who show an interest in becoming AIG certified, through the partnership with UNC-Pembroke. Teachers are allowed to participate in the AIG – licensure program provided by UNC-P and/or pass the AIG praxis. At the completion of each course and/or passing the Praxis, Scotland County Schools will reimburse teachers who successfully receive the passing grade(s) and/or scores.

Practice F

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

District Response:

Scotland County Schools will be intentional and provide professional development opportunities that support equity and excellence in the gifted education program. Those learning focused opportunities will be presented by the AIG Coordinator, building a deeper understanding of the growth mindset.

Practice G

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

District Response:

In addition to training for those teachers who provide direct services to identified AIG students, Scotland County Schools 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. The district's lesson planning format requires differentiated lesson activities as well as a focus on rigor. Teachers across all content areas participate in school based and district wide PLCs where planning lessons with a focus on rigor is required. Numerous district and school based professional development sessions are offered on, but not limited to, the following topics/areas:

- Social and Emotional Needs of the Gifted Learner
- Characteristics of the Underachieving Gifted Learner
- Rigor and Differentiation
- Research Based Lesson Planning Strategies
- Writing across the curriculum
- Data Driven Instruction
- Small Group Differentiated Instruction
- Technology Integration
- Flipped Classrooms
- MTSS and Research Based Interventions
- Project Based Learning
- Content Standards

- Robotics

Non-ELA and Non-Math teachers of AIG students in grades K-12, who do not hold AIG certification, are encouraged to become AIG certified. Advanced Placement teachers receive additional training through College Board sponsored programs.

The Goal of Standard 4

The goal of standard four is to recruit, develop, and retain highly qualified professionals who possess the knowledge, skills, and commitment necessary to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. The district will provide ongoing, comprehensive, and research-based professional development that equips educators, administrators, and support staff with effective strategies for identifying, instructing, and supporting AIG students. By fostering a culture of continuous learning and professional growth, the district will ensure that all gifted learners receive equitable, high-quality instruction delivered by well-prepared and informed educators.

Standard 5: Partnerships

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

Practice A

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

- Academic and intellectual
- Social and emotional

District Response:

To continue increasing 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, and administrators. Scotland County will seek to form ongoing, consistent partnerships with community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside the classroom setting. Each school will be required to create an AIG parent advisory committee and hold at a minimum of one meeting per year to garner feedback from parents regarding their school's implementation of the district's AIG plan. This meeting should take place no later than April 15th. This information will be shared with the district AIG coordinator.

Practice B

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

District Response:

Scotland County Schools Community Partners include UNCW, UNCP, RCC, The Laurinburg-Maxton Airport & Scotland County Health Care.

The AIG plan is located on the SCS district website and on each school's website to ensure that all stakeholders have the opportunity to have access to the AIG Plan. The AIG brochure is updated with the current AIG plan programming. A digital version of the AIG brochure along with a FAQ document is available on the district's website.

It is the responsibility of the school principal, the AIG Facilitator at each school 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.

At the beginning of each year, the AIG elementary school-based facilitator should coordinate the notification of all parents of second through fifth graders of the AIG referral process and program descriptions. This notification can be done via a letter and a brochure sent to parents at the beginning of the year and/or an AIG parent information night.

Once the testing cycle is completed for a referred student, the AIG Facilitator and the student's classroom teacher will meet with the parent to interpret test results and develop the educational plan for the appropriate services if needed.

The AIG Facilitators from receiving school will coordinate a parent orientation meeting at the beginning of sixth and ninth grades. The purpose of this meeting is to inform parents of the service options available to students at the next level of their academic journey. In each building, the AIG lead facilitator will create a monthly newsletter informing parents of AIG related information for their particular school as well as the district.

Scotland County Schools will form ongoing, consistent partnerships with businesses, community agencies and institutes of higher learning to support AIG learners and AIG services both inside and outside of the classroom setting. Our goal is to connect classrooms to real-world problems and foster cross-sector partnerships for collaborative learning. SCS will continue to engage in the partnership solidified with the UNC-Pembroke's AIG licensure program. SCS will also continue to maximize resources and contacts through CTE for Career Pathways and Readiness.

Practice C

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

District Response:

The local AIG plan was developed through an advisory group. Principals, AIG facilitators, School Board members, parents, and Curriculum and Instruction staff were brought together to provide feedback on the district's AIG plan. Members of the AIG advisory group were chosen based on their representation of the diverse AIG learners in our school district. Parent representation on the committee included parents from our underrepresented AIG student body. Principals were chosen based on schools with both high and low AIG

enrollments. The AIG advisory group met to review the AIG standards and provide feedback on Scotland County's plan to address the standards. This same AIG advisory group will be called upon by the AIG coordinator to help monitor the implementation and effectiveness of the district's AIG plan.

The AIG parent advisory committee will meet to address AIG programming and parent feedback. This feedback will be shared with the district AIG coordinator. Representation of at least one parent per school is sought for the district advisory team which is made up of parents, AIG facilitators, principals, C&I staff, school board members, and community partners. The district advisory team will be called to meet, as needed, to discuss concerns shared from the school level that impact the district as a whole as well as during AIG plan writing.

A copy of the new AIG plan and updates will be distributed to all schools and administrators. Administrators and teachers receive training on the AIG plan as part of opening school year professional development. This training will help expand their understanding and knowledge of the plan to further grow their school based advisory board and its efforts.

The lead AIG facilitator in each building will hold an "AIG Council" of all AIG certified teachers in the building bi-annually, or as needed, to discuss and reflect on AIG programming in their building. Schools will inform stakeholders about the AIG parent advisory committee and ask for volunteer members during open house, parent nights, and in newsletters.

Practice D

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

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

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

District Response:

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. The AIG brochure will be made available in Spanish for Spanish speaking families. AIG newsletters, forms, and pertinent information will be translated, as needed, to native languages of ESL students and families who are in the identification process.

The Goal of Standard 5

The Goal of standard five is to ensure ongoing, meaningful collaboration with all stakeholders—including families, educators, students, and community members—in the planning, implementation, and continuous improvement of the local AIG program. By fostering open communication, transparency, and shared decision-making, the district will build strong,

supportive partnerships that enhance the quality and effectiveness of services for gifted learners and promote a shared commitment to their academic and personal success.

Standard 6: Program Accountability

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

Practice A

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

District Response:

Scotland County Schools maintains a local AIG plan in accordance with state legislation and policy which is reviewed and revised every three years. Using the North Carolina Academically or Intellectually Gifted Program Standards (State Board of Education Policy ACIG-000 – June 2021) and Article 9B N.C.G.S. 115C-150.5-.8. Scotland County Schools has written plan that reflects the statewide framework for quality AIG programming, the 2018-2023 DPS Strategic Plan, and the Office of Advanced Academics Priorities, which include:

- Strengthening equity in academic pursuit that focuses on the individualized need of the student (identified and nurtured),
- Providing high-quality professional learning opportunities and implementation evidence that focus on supports for student learning and ensures program fidelity, and
- Increasing program outreach which enhance collaboration and communication with all stakeholders

The local AIG plan was developed through an advisory group of Principals, AIG facilitators, parents and Curriculum and Instruction staff were brought together to provide feedback on the district's AIG plan. Members of the AIG advisory group were chosen based on their representation of the diverse AIG learners in our school district. Parent representation on the committee included parents from our underrepresented AIG student body. Principals were chosen based on schools with both high and low AIG enrollments. The AIG advisory group met to review the AIG standards and provide feedback on Scotland County's plan to address the standards.

The AIG advisory group's suggestions for edits to the prior AIG plan, and AIG student enrollment and assessment data, the AIG coordinator made edits to the prior AIG plan to match the data needs and stakeholder suggestions (2024 -2025). This new draft of the plan was presented to the AIG advisory board, the district principals, the curriculum and instruction department, and the district leadership cabinet. Based on feedback provided by these various stakeholder groups, additional final edits were made to the AIG plan. After all feedback was garnered and edits were made.

Practice B

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

District Response:

Scotland County Schools continues to implement the School Board approved AIG plan as well as monitor for areas that need to be improved. Monitoring of the plan occurs through the following:

- Beginning of the year meetings with lead AIG facilitators to clarify their duties and responsibilities
- Annual Approval of district and school site AIG budgets
- School based meetings with all AIG certified teachers
- Annual review of district AIG differentiation plans for instruction
- Annual review of school based AIG plans
- Biannual meetings with school administration regarding AIG student scheduling, curriculum, and enrichment opportunities
- Semester AIG plan compliance checklists turned in to AIG coordinator by all lead school based AIG facilitators and principals
- AIG coordinator's attendance at state AIG meetings to learn policy updates
- Disaggregation of school walkthrough data for instructional trends in cluster classrooms

Practice C

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response:

Scotland County Schools uses the AIG State Funding appropriately for administration of the local AIG program. All the funding received is used for the hiring of AIG teachers to serve the students, providing AIG based professional staff development, approved enrichment opportunities for students and for purchasing materials for the AIG program.

To ensure enough funding is provided per school year it is suggested that each school receive \$1000 per cluster class at the elementary and middle schools. The funding will be used for AIG enrichment, supplies, field trips, teacher resources and teacher/student selected projects (middle school). Our previous plan allocated only \$1500. Per School. The funding previously provided, did not adequately fund AIG program, nor did it equitably support students in the AIG program as well as non-AIG students included in the cluster grouping.

Scotland High School , SEarCH and Shaw AIG students are not placed in cluster classes, therefore it is not necessary to provide a dollar amount per class. Scotland County Schools will financially support the AIG high schools students, once the AIG headcount is determined each school year. The suggested dollar amount per student is \$35.00. (Ex. SHS AIG student headcount for 2023-2024 is 166 students. The dollar amount to support the AIG program at the SHS would be: $166 \times \$35 = \5810). The funding source will be used to support AIG activities and needs (field trips /college visits), guest speakers, support with class projects and curriculum

materials etc.

Practice D

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

District Response:

Scotland County Schools' AIG program has always gathered and analyzed performance data on AIG students. This information will continue to be used to improve the AIG program at the individual schools as well as in the district. Student data is analyzed at quarterly school and district based planning sessions to inform changes in instruction. AIG cohort performance and growth data is disaggregated by the AIG coordinator with the assistance of the district's Accountability department. This data is shared with district and school leadership teams to help inform curriculum and scheduling decisions. Scotland County Schools will use student and district data to develop Differentiated Education Plans for each identified student. Dropout data will be reviewed through quarterly PowerSchool reports. Trends will be addressed at school sites and across the district if noted.

Practice E

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

District Response:

Scotland County Schools reviews data from various resources to ensure students are provided an opportunity to participate in the AIG program. Multiple data sources are required to provide opportunities for all students without any biases.

The data sources considered are:

- BOY
- MOY
- CogAt
- EOG
- GRS*

Scotland County Schools collects data as the students are identified as academically or intellectually gifted. Referral and placement data by race, ethnicity, and economic status is collected at each AIG headcount (Fall and Spring). This data is analyzed for trends across schools to ensure equity in referral and placement. Conversations are held and action plans are developed with school administrators whose schools show inequitable trends. Students who show potential for gifted identification are identified throughout the year and monitored by their classroom teachers and the school's AIG facilitator for referral.

These processes help to ensure that the district's identification process is inclusive and encourages diversity. Students who are not identified as AIG through the referral process, but

are identified as high performing, will receive nurturing services through our academic cluster services and talent development enrichment opportunities.

Practice F

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

District Response:

Scotland County Schools' personnel office and EC department keep current licensure and professional development information for each employee. All students in grades 3-8 AIG cluster classes are instructed by an employee that is certified or enrolled in AIG licensure classes or is served by the AIG facilitator through inclusion or pull-out groups. Teachers that teach advanced content courses, honors courses, or AP courses, may not have AIG certification; however, they have district continuing education credits in rigorous instruction, differentiation in the classroom, technology integration, and data driven instruction.

Practice G

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

District Response:

School based advisory groups composed of teachers, administrators, parents and community members will meet annually to discuss the progress of the AIG plan. Input from school based advisory groups will be shared with the AIG Coordinator. As school-based data and input warrants, the AIG coordinator may call the AIG district advisory group to meet to discuss ideas, concerns, or suggestions for the district's AIG plan.

Practice H

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

District Response:

Scotland County Schools gathers data from the previous evaluation of the AIG plan and communicates the information to the administration. Schools conduct surveys and the results are shared with the AIG Coordinator. All data surrounding the evaluation of the AIG plan is shared with the School Board in an open forum.

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

All schools share updates to the AIG plan during their school's AIG parent information session at the start of the school year.

District Response:

The AIG Coordinator annually reviews stakeholder feedback (school based advisory group feedback and school based surveys), AIG teacher certification numbers, AIG subgroup assessment data, and subgroup referral/identification data to suggest appropriate AIG

plan changes to the SCS school board. As data analysis warrants, the AIG Coordinator may call the AIG district advisory group to meet to discuss ideas, concerns, or suggestions for the district's AIG plan as a precursor to presenting plan changes to the SCS school board.

Referral and placement data by race, ethnicity, and economic status is collected at each AIG headcount (Fall and Spring). This data is analyzed for trends across schools to ensure equity in referral and placement. Conversations are held and action plans created with school administrators whose schools show unequitable trends. Special consideration is given to the DPI review comments. SCS will continue to review and revise the AIG program throughout the year or whenever a need is obvious.

Practice I

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

District Response:

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. Within ten school days of receiving the Summary of Evaluation results (AIG-S) and the completed Frasier Talent Assessment Profile, known as the F-TAP (AIG-E), the school site AIG Facilitator issues an Invitation to Conference (AIG-I) to the parents/guardian. Once the invitation is returned, a parent meeting is scheduled.

The school site AIG committee (consisting of the AIG Facilitator, the student's classroom teacher(s), and an administrator), along with the parents / legal guardian, will examine the F-TAP (Frasier - Talent Assessment Profile) 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 F-TAP:
 - Observational Interest (TAB)
 - Creativity /Motivation (Gifted Rating Scale - GRS)
 - Aptitude (CogAT or WISC)
 - Achievement (IOWA Reading or Math, Woodcock Johnson - Reading or Math, EOG - Reading or Math)
- **TAB** (Traits, Aptitude & Behavior) - 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.
- **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.
- **Achievement & 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.

Parents/legal guardian(s) are encouraged to participate in the meetings requested by the AIG Facilitator and committee at their child's school. During the meeting the student data and academic performance is shared.

Parents/legal guardian(s) are asked to provide information about their child that may not be

known, to help support the continuation of educational growth. During the meeting parent(s) or legal guardian(s) are provided with the decision about their child's participation in the gifted education program. During the meeting parents can decline admission to the program.

Scotland County Schools implements a "Due Process Procedure" policy to help resolve disagreements when a child is not identified as Academically or Intellectually Gifted and the appropriateness of services offered.

Grievance process:

1. The parent(s) or legal guardian(s) 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 a conference within **five** school days of receiving the parent request and responds in writing within **five** days of the conference with a decision.
2. If the disagreement is not resolved at the School Site AIG committee conference, the parent(s) or legal guardian(s) may present a written request within **five** days of receiving the committee's decision for a conference with the school site principal. The principal grants the conference within **five** days of the request and responds to the parent(s) or legal guardian(s) within **ten** school days.
3. If the disagreement is not resolved by the school site principal, the parent(s) or legal guardian(s) 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(s) and responds to the parent(s) or legal guardian(s) within **ten** school days.
4. If the disagreement is not resolved by the Superintendent, the parent(s) or legal guardian(s) may appeal the decision to the Board of Education in writing within **ten** days of the Superintendent decision. The Board of Education will schedule a hearing review of the record(s) and offer a final written decision within **thirty** days.
5. If all local efforts to resolve the grievance as set forth above have been exhausted and are not successful, a parent(s) or legal guardian(s) may file a petition for a contested hearing under Article 3 Administrative Hearing of Chapter 150B of the General Statutes. The scope of the review will be limited to the following:
 - 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 provisions of chapter 150B of the General Statutes, the decision of the Administrative Law Judge becomes final, is binding and not subject to further review under Article 4 Judicial Review - of Chapter 150 of the General Statutes.

Informed Consent for Identification & Placement:

Scotland County Schools requires all parents and/or all legal guardians be provided informed consent prior to subjecting any students to any assessments for screening purposes for the AIG program. Parents/guardians are informed about the opportunities that will be provided to their child. At the conclusion of all meetings the parent/guardian will sign the appropriate documentation providing consent for placement and/or participation in the AIG program.

Student Reassessment Procedures:

Scotland County Schools allow student screening once per school year. Students can not be screened again until the following month and year of the previous test date. The purpose is to allow the student to have an opportunity for growth and nurturing for one full academic year prior to testing again. Students may be referred for reassessment by the following:

- The student's principal, teacher, counselor, or community member who is aware of the student's academic performance, may request reassessment based upon student class performance and/or EOG assessment(s).
- The student's parent or legal guardian may request a student be reassessed.
- Once the assessment request is received, the previous test date must be confirmed.
- The AIG Coordinator/ AIG Facilitator will confirm consent to test with a parent / legal guardian signature and then schedule testing for the student.

Student Transfer Procedures from other LEA's:

Scotland Land County Schools will allow students to transfer into the AIG program, if the students meet the SCS's AIG Program requirements. If a student transfers in and does not meet the requirements, an opportunity to test will be provided to assess the student(s). Consent must be obtained from the parent / legal guardian prior to any assessment..

- The AIG Coordinator/AIG Facilitator will review the student AIG records, to determine the students eligibility.
- The test score(s) accepted are the following: IOWA, CogAT, WISC, Woodcock Johnson or End of Grade Assessment (local norms).
- A minimum score of 88% must be obtained to be considered AIG.
- Once eligibility is determined a parent / legal guardian meeting is scheduled for consent to participate in the AIG program or consent to test.

The Goal of Standard 6

The goal of standard six is to implement, monitor, and systematically evaluate the local AIG program through ongoing data analysis, reflective practices, and meaningful stakeholder feedback, ensuring that all services effectively meet the diverse academic, intellectual, social, and emotional needs of gifted learners. The district will maintain a strong focus on accountability by using clear performance measures and documented outcomes to assess program effectiveness. Additionally, a culture of continuous improvement will guide decision-making and drive program refinement, ensuring equitable access to high-quality, rigorous, and responsive learning opportunities for all AIG students.