

- School and district AIG websites,
- Parent communication logs
- Family night program agendas and attendance logs
- Partners staff development agendas
- AIG Plan
- Various AIG program evaluation surveys
- Documents provided in Spanish
- List of resource perso

Standard 6: Program Accountability

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

Practice A:

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

District Response:

“Article 9B requires local education agencies (LEA) to develop three year AIG local plans with specific components, to be approved by local school boards ...”

In response to Article 9B, Hoke County Schools’ AIG Program adheres to the states guidelines and develops a written AIG Plan to describe the local AIG Program. The AIG local plan based on the NC AIG Program standards, state legislation and State Board of Education policy, as well as data from a self-assessment of performance of the district under the prior AIG local plan. Prior to presenting the plan to the local Board of Education, the plan is reviewed and approved by local stakeholders. Following input from stakeholders, the plan is presented to the local school board for approval. Following approval by the local school board, the AIG plan is presented to the State Board of Education and Department of Public Instruction for review and comment. Following final approval by the SBE/DPI, the finalized AIG plan is linked to the district and individual school websites.

Hoke County Schools’ AIG Program:

- Created an AIG Plan Development Team comprising a cross section of stakeholders utilizing standards and practices outlined by the North Carolina Academically and Intellectually Gifted Program Standards which aided in the development of the AIG plan. The AIG Program Standards:
 - o Conveyed expectations for the development of our quality local AIG program and services
 - o Guided the development, revision, and future monitoring of our local AIG Program
 - o Articulated best practices for our local AIG program including those related to student identification, differentiated curriculum and instruction, and comprehensive programming
 - o Provided a guide for enhancing our AIG personnel and professional development
 - o Promoted strong partnerships and communication between and among home, school and community
 - o Served as a vehicle for continuous improvement and accountability of our local AIG program
- Gathered feedback from all stakeholders through surveys and discussions at AIG parent meetings to guide process and plan development
- Completed the AIG Program self-assessment
- Described the implementation process of each practice while ensuring the language is clear and effective
- Ensured stakeholders were involved in the plan development process
- AIG Director attended regional/area meetings and participated in webinars to support the local AIG plan development and improvement
- Planned and conducted meetings with stakeholders including parents, students, administrators, social workers, guidance counselors, and board members to share new AIG plan for input and approval
- Present 9th Generation plan to local school board for approval
- Present the AIG Plan to the State Board of Education and Department of Public Instruction for approval
- Linked the finalized plan to the district and individual school websites following approval.

Practice B

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

District Response:

Hoke County Schools' AIG Program has a system in place for monitoring the implementation of the local AIG Program and Plan. Hoke County Schools' AIG Specialists conduct monthly

check-ins with teachers of AIG students to confirm that teachers are providing for the needs of AIG students in accordance with the plan. Hoke County Schools' AIG Director and AIG Specialists meet quarterly to ensure plan implementation fidelity. At the district quarterly curriculum meetings, teachers meet to share differentiation and enrichment ideas. Annually, prior to the beginning of each school year covered by the plan, the AIG team meets to conduct a self-assessment based on the prior year's data. Revisions are made accordingly. At the mid-point of the AIG plan cycle, the AIG Director reports to NCDPI regarding the district's progress in the implementation of the plan.

Monitoring the plan occurs in a variety of ways:

- AIG Specialists will develop walk through checklists for observation of enrichment and differentiation.
- AIG Specialists will share data gathered during monthly check-ins with AIG team and discuss ideas to enhance differentiation.
- AIG Director will share AIG data with NCDPI as requested.
- The AIG team will share progress towards meeting the goals of the plan quarterly with stakeholders.
- The AIG team consists of individual school facilitators and county director; this team will operate as a district level PLC.
- AIG facilitators will meet with AIG PLCs within schools and at the county level to discuss implementation of the AIG Plan and share ideas for enrichment.
- HCS AIG program will create a structure to build capacity and leadership among AIG staff, and determine which individuals or groups will support the monitoring of local AIG plan efforts
- HCS AIG program annually evaluates our local AIG plan practices to ensure effective implementation.

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:

Hoke County Schools has systems in place to ensure that the use of the AIG state and local budget is aligned with program goals, student and stakeholder needs and plan implementation.

A strategic plan for the AIG Program's state and local budget is developed in collaboration with the Hoke County Schools' Superintendent, Finance Officer and AIG Director to ensure funds are utilized for comprehensive AIG Plan implementation.

- The AIG Director works in close collaboration with the superintendent and the finance

officer to prioritize what portion of the budget will be spent on people, resources and professional development. This is based on the AIG Program needs and by comparing costs to value added for gifted populations.

- The AIG Director reviews funding periodically with the finance officer and discusses alignment of the AIG plan with budget resources.
- The AIG Director when considering making purchases, always takes into consideration how students will benefit.
- The AIG Director will advocate for the use of all funding sources such as Title 1 and Title 11 to meet the needs of the AIG program and its learners.

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:

Hoke County Schools' AIG Program has a system in place for monitoring and reporting student achievement and growth data, as well as annual drop out data for AIG students. As a measure of strategic planning for AIG learners, student performance data is monitored quarterly as well as annually by the AIG Director and AIG Specialists. AIG Program data is maintained and analyzed for trends. The data is used to evaluate and inform instruction and service delivery.

- The AIG Director and AIG Specialists gather, analyze and share AIG student growth and achievement data, including EOG, EOC, AP, Pre-ACT, ACT, SAT, WORKKEYS ASVAB, etc. with stakeholders.
- The AIG Director and AIG Specialists discuss and disaggregate data regularly to guide instructional practice in order to meet the needs of gifted students.
- The AIG Director and AIG Specialists, when analyzing AIG student data, pay close attention to under-served populations in order to meet their academic needs.
- AIG Specialists regularly attend school level and districtwide data meetings where data is discussed and disaggregated to guide instructional practice and meet AIG student needs.
- The AIG Director will meet monthly with the county drop-out prevention specialists to analyze the drop-out trends, and assure that the AIG students' needs are met and ensure they need no extra assistance.

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:

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

Hoke County Schools' AIG Program recognizes the importance of monitoring the representation, performance, and retention of under-represented populations, including students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional.

The AIG Director and AIG Specialists systematically share and review data (including head count) on underrepresented populations, including culturally/ethnically diverse, economically disadvantaged, ESL, highly gifted and twice-exceptional students. AIG Specialists also regularly communicate with ESL/EC teachers to identify and support identified students, research best practices for identification, retention and services to these under-represented groups is practiced.

Implementation Ideas:

Hoke County Schools' AIG Program has systematically and aggressively sought out ways to refer and identify potentially gifted learners from underserved populations. To this end, the AIG Program personnel have:

- Analyzed trends in data collected to determine underrepresented demographics to inform program improvement
- Examined the identification procedures to look for disproportionality issues with regards to under-represented populations
- Developed procedures for ensuring that all student groups are included in the identification process
- Addressed the effectiveness of the AIG Program in meeting the needs of the AIG students
- Examine/study how students from underrepresented populations are being referred, identified, and served. The AIG program staff examine trends in representation and achievement among our AIG students.
- AIG program staff often collaborates with district personnel from other departments who monitor student data for representation and achievement.

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:

Hoke County Schools believe that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. As a result, it is incumbent upon us to ensure that teachers who are responsible for instructing these students have the necessary knowledge and skills to meet their needs.

To this end, the district monitors and maintains records of the certification of teachers who serve AIG identified students. The district ensures that classroom teachers who teach AIG students are offered opportunities to become AIG certified. As new specialists are selected at the school level, these personnel are supported in obtaining their AIG Add-On license. At quarterly district curriculum meetings, professional development for teachers of AIG students is offered. Annually, the district provides professional development delivered by an expert from outside the district.

Hoke County Schools' AIG Program has:

- Developed a system for monitoring the AIG licensure status of personnel who serve gifted learners (including cluster teachers)
- Developed a system for monitoring high schools teachers who have AP certification and who serve gifted learners (honors, AP teachers)
- Collaborated with UNCP to provide a course of study to suit the needs of teachers who teach gifted learners and would like to pursue AIG Add-On licensure.
- Budgeted funds to pay for tuition and books of teachers who are pursuing AIG Add-On licensure
- Require AIG Specialists and encourage AIG cluster teachers to complete certification requirements
- Maintain records of teachers with AIG certification
- Worked with Human Resources department to maintain AIG licensure and other professional development requirements

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:

Hoke County Schools' AIG Program seeks regular feedback regarding the AIG programs and services through annual surveys of parents, students and teachers/principals. All stakeholders have the opportunity to review surveys and make suggestions for continuous improvement.

- The AIG team utilizes a variety of survey instruments to gather input from stakeholders to ensure continuous AIG Program improvement.
- Student feedback is also elicited both formally and informally at student meetings and forums.
- Student and parent feedback is also obtained at the DEP/IDEP meetings which are conducted annually.
- The AIG Director regularly get input from AIG Specialists about ways to more effectively improve the program.
- The AIG Director works with district leadership to seek ongoing reflection and suggestions for continuous program improvement.
- The AIG Director and AIG specialists will utilize existing district/school structures (PLCs, teacher leaders, instructional facilitators, academic coaches, etc.) to gather formal and informal feedback for AIG program reflection.

Practice H

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

District Response:

Hoke County schools AIG personnel regularly evaluates the AIG Program and Plan using a comprehensive set of data to review and revise the local plan to improve programming and services for students and families.

Further, Hoke County Schools' AIG Program elicits regular feedback from all stakeholders regarding the quality and effectiveness of the program by utilizing student, parent, teacher, and administrator surveys the results of which will be shared with the stakeholders. The AIG Program utilizes survey data to evaluate and modify the plan accordingly.

Hoke County Schools AIG Program Personnel:

- Administers student, parent, and teacher surveys to gauge the effectiveness and for continuous improvement
- Develop and elicit feedback from stakeholders regarding the effectiveness and for continuous improvement
- Evaluates student achievement data that reflects on programming options available for students
- Examines data gathered from parents, students, teachers, other staff, and community members for continuous program improvement
- Determines if changes are needed to the plan mid-cycle
- Reflects on the actual language in the plan to ensure the plan reflects the vision and practices
- Hoke County Schools' AIG program has established a culture of data rich discussions for comprehensive program evaluation. AIG student data collected and analyzed include: (referral, EOG/EOC, Benchmark, ethnicity, gender, stake holder surveys, etc.) which is discussed with appropriate stakeholders to guide AIG practices and program improvements.
- Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation to ensure it is aligned with the district's vision, mission, policies, practices and procedures.

Practice I

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

District Response:

In order to ensure AIG Program accountability and transparency, the AIG Director disseminates program evaluation results with stakeholders. We believe that sharing of all available data will encourage open and honest dialogue among stakeholders to improve gifted services.

Plan revisions are posted on the district and schools' AIG websites for public review. The local newspaper is invited to the annual meeting during which the plan is reviewed and revised.

- Data regarding implementation and effectiveness of the AIG program is readily available to stakeholder groups on the district and individual school websites
- Share AIG fact sheet which includes pertinent and up to date information regarding the district AIG program to share at DEP meetings, PAGE meetings, Title 1 meetings, etc.
- HCS AIG Program personnel share data amassed from evaluation with the AIG advisory Board, district leadership, school administrators, teachers, parent groups, PTAs, students,

- Community groups.
- Hoke County Schools AIG Director will ensure that feedback provided from stakeholders remain anonymous.
 - The data shared with stakeholders will include achievement, growth, access and opportunity.

Practice J

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:

Hoke County Schools' AIG Program has district policies in place to protect the rights of AIG students and their parents/families. These policies clearly articulate the rights of parents and families and can be found in the AIG Plan.

Due Process policies and appeal practices protocols are disseminated to parents/guardians when Consent for Evaluation documents are disseminated and signed. AIG Specialists follow district policies for documenting consents for evaluation, identification and placement into plan, changes to student services and transfers from the LEA. Confidentiality is maintained at all times.

- Processes are in place to resolve disagreements for students and parents that are fair, multi-level and clear and aligned with both Article 9B and other district procedures for resolving disagreements.
- Information regarding the appeals process is clear and translated as needed.
- The appeal process is communicated to families and students..
- Records are maintained regarding informed consent for permission to assess students for AIG identification.
- HCS AIG program includes a clear outline of AIG student rights in the AIG Parent and AIG Specialist handbooks.
- Processes are in place to ensure parent/guardian consent for assessment and placement services are granted before any testing takes place.
- Strategies are in place to ensure students are placed into the program who were previously identified in other LEA's.

Hoke County Schools'
Due Process Procedures
Academically/Intellectually Gifted Program
Eligibility Determination/Services Decision

Hoke County Schools Gifted Education Program goals, objectives, and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements:

Step I: Appeal to the School Gifted Identification Team

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. This request must be made in writing. The Gifted Identification Team should be given ample opportunity (10 days) to convene all members together for a conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian.
If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the Gifted Identification Team.
3. At this conference, all information is shared with parent/guardian, and minutes are recorded on the Gifted Identification Team minutes form, and signatures are obtained from those involved.
4. Following the conference, the Gifted Identification Team will respond to the parent's/guardian's concerns in writing within 10 days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level principal. This should be done in writing within 10 days of the decision from the Gifted Identification Team. The principal shall schedule the conference within 10 days of receipt of written request. The Gifted Identification Team chairperson and child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from all of those present.
3. The principal shall respond to the concern in writing within 10 days of the conference.

Step III: Appeal to the Academically/Intellectually Gifted Program Director

1. The parent/guardian may appeal the decision of the building level principal to the Academically/Intellectually Gifted Program Director. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to:

Mr. Linden Cummings, Director of AIG and Advanced Studies
Hoke County Schools
310 Wooley Street
Raeford, N.C. 28376

2. The Academically/Intellectually Gifted Program Director will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the principal. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from those present.
3. The Academically/Intellectually Gifted Program Director shall respond to the concern in writing within 10 days of the conference.

Step IV: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the Academically/Intellectually Gifted Program Director to the Superintendent in writing within 10 days of the decision.

Please submit this appeal to:

Dr. Debra Dowless, Superintendent
Hoke County Schools
310 Wooley St.
Raeford, N.C. 28376

- This conference shall be scheduled within 10 days of the receipt of the request for appeal.
2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, and/or the Academically/Intellectually Gifted Program Director. Minutes are recorded on the Gifted Identification Team form and signatures are obtained from those present.
 3. The Superintendent shall respond to the concern in writing within 10 days of the conference. (At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.)

STEP V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing.

Please submit this appeal to:

Hoke County Board of Education
310 Wooley St.
Raeford, N.C. 28376

This request must be made ten (10) working days prior to the next scheduled board meeting in order that this appeal will be placed on the agenda. The Board of Education meets the second Tuesday of every month.

2. The Board of Education will review the concern. The Board of Education may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, the Academically/Intellectually Gifted Program Director, and the Superintendent. During this meeting, minutes will be recorded on the Gifted Identification Team minutes form and signatures will be obtained from all present.
3. The Board of Education shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents/guardians may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its Gifted education program.
2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

Ideas to Strengthen the Standard:

- Disseminate information to the public by inviting the local paper to annual meeting
- Monthly check in with teachers of AIG students to check on differentiation and enrichment activities
- Quarterly fidelity check at AIG Specialist's PLC meeting
- Annual meeting to revise and update plan, followed by disseminating information to AIG Advisory Council
- Analyze data regarding AIG student's demographic information. This goes to the idea of identifying students of underrepresented population

- Incorporate AIG activities and enrichment options at quarterly district curriculum meeting
- Annual professional development open to all facilitators and teachers of AIG students; the presenter will be an outside expert

Sources of Evidence:

- AIG plan and revisions
- Surveys and survey data
- School and district AIG websites
- School and district meeting minutes and agendas
- Advisory council minutes and agendas
- Demographic data
- Standardized test data
- Budget
- Teacher licensure records

Appendix

Glossary

AG: Academically Gifted Reading and Math

AIG: Academically and Intellectually Gifted

AIG Program: Program of instruction for academically or Intellectually Gifted students

AIG Cluster Teacher: Teacher who is state licensed or locally endorsed to teach AIG students

AIG Coordinator: The district coordinator of the Academically/Intellectually Gifted Program

AIG Facilitator: The licensed/locally endorsed school-level personnel who is chairperson of the Gifted Identification Team and who provides support and resources for the AIG cluster teachers

AIG Planning Committee: A committee made up of county AIG facilitators, the AIG Coordinator, community members, parents, students, principals, and member of the Curriculum and Instruction department team who revise and rewrite the AIG plan for the county

Acceleration: A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age)

Achievement Testing: Instruments that measure what a child knows academically and what he/she can achieve academically

Advanced Computer Technology: Students are instruction on and use advanced computer technology

AM: Academically Gifted Math

Aptitude Testing: Instruments that measure a child's mental ability

AR: Academically Gifted Reading

Blocking: Teachers teach an integrated curriculum by teaming together for a longer block of time

Centers: Classroom work stations, based on skill and/or interests, which provide for a variety of learning styles and levels, meeting individual student needs

Cluster Grouping: groups of 5 or more advanced students assigned, administratively, to the same regular heterogeneous classes on grade level to facilitate instruction based on their areas of need

Computer-based instruction: Use of the computer to enrich or remediate the regular curriculum

Curriculum Compacting: Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level

DEP: Differentiated Education Plan which outlines the program services which AIG students will receive

Differentiated Instruction: Modifying instructional strategies, complexity, and activities to match the learning needs of the student

EOC: End- of-Course mandated by NCDPI

EOG: End-of-Grade test mandated by NCDPI

Flexible Grouping: Students are grouped and/or re-grouped for instruction differentiation

Flexible Pacing: Allows students to move ahead, based upon mastery, to appropriate instructional levels

Focused Practice: Practices that HCS have identified as priorities 2010-2013

Future Practice: Practices that HCS will address after the year 2013

Gifted Education Team: The school-level committee comprised of the AIG Facilitator, AIG cluster teachers, and the school guidance counselor who meet regularly to ensure the needs of the gifted learners are being met. This team also determines eligibility for students to enter the AIG program

Grade Acceleration: Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.

Higher Level Thinking Skills: Activities that promote higher level thinking skills such as: application, analysis, evaluation, and synthesis

IDEP: Individualized Differentiated Education Plan (designed to help struggling AIG students)

IG: Intellectually Gifted

Independent Study: May be used for acceleration or enrichment when the student displays content mastery. Student researches a topic of interest and produces a product which shows his understanding of his research.

Interdisciplinary Unit: Unifying a common theme across the disciplines with the use of themes and generalizations

Learning Contracts: Individual or group agreements, between teacher and students, outlining content to be learned, options for the learner and the time frame for completion

Maintained Practices: Practices that HCS has identified as areas where gifted services are implemented successfully

Mastery Learning: Teacher designed units which include enrichment activities that a student may pursue once he/she has shown content mastery

Mentoring: Student, with the support of an expert, is involved in investigative activities, inquiries and productions in which the learner attempts to think and act as a professional

Portfolio/Specified Work Sample: A collection of specific samples of a student's work which make up part of the profile for that student

PowerSchool: State Data Reporting Software that houses all student information and data associated with student records

Profile: All collected information, about students, which is taken into consideration when determining placement and service delivery options

Problem-Based Learning: Enrichment and extension units that focus on a problem. They involve research skills, group dynamics, and problem solving, and operating like a professional in related fields

Product Modification: Student is expected to produce products based on synthesizing information rather than summarizing information; student is held to high expectations

Resource Support: The AIG certified/locally endorsed teacher is provided materials and resources to use by the AIG Facilitator and AIG Coordinator to enhance learning in the AIG child

Seminar: Increased understanding of ideas by means of Socratic questioning using active participation in group discussions in order to generate, articulate, justify, and clarify the student's own ideas

Standard: The standard is a defining state articulating the expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B

Subject Acceleration: Allows students to move to an advance grade level in one or more core subjects but remain identified within their own age group

Theme: A universal concept or idea that unites understandings between or among disciplines

Student Search /Nomination

Hoke County will use multiple indicators in the nomination of potentially gifted learners and in the identification of students who need the differentiated services of the academically gifted program.

Referrals for Hoke County's Academically/Intellectually Gifted Program may be made to the Gifted Identification Teams at any time during the year. However, a formal student search effort will be conducted annually during the latter part of each school year to find potentially gifted learners. This search will include test data compiled by the Hoke County testing coordinator, the K-12 AIG Director, and the AIG Facilitators. This nomination pool will be sent to the school-based Gifted Identification Team to review. This committee will work with classroom teachers to determine which students from this pool should be tested/assessed/evaluated for possible identification and matching of service options. Parents, teachers, community members (any person with specific knowledge about a student) may also nominate students for consideration by the Gifted Identification Team. A referral form indicating reasons for nomination, work samples, checklists, and other supporting documentation should accompany these nominations.

Nomination data will be gathered from teachers, parents, community persons, psychologists, and administrators and will include standardized achievement scores (ITBS, Terra Nova, etc.) and other achievement assessments (End-of-Grade, Third Grade Pretests, K-2 Literacy Assessment, K-2 Math Matrix with documentation, TPRI, CBM, etc.) group and individual aptitude scores, report period grade averages, portfolio documentation, work samples, and behavioral checklists. Data will be recorded on the Individual Student Eligibility and Placement form.

A variety of indicators of giftedness will be used and will enable the team to be responsive to the characteristics of multicultural and disadvantaged students. Students who make up the pre-nomination pool and who are nominated **may or may not** require differentiated services.

Identification/Assessments

The decision here is that following the general screening process, some students need differentiated services provided through gifted education. These students are identified for services, and placement decisions must be made to decide which specific services the student requires.

Decisions should be made using appropriate sources to ensure that an accurate appraisal of the students' needs have been made. No single piece of information should prevent a student from consideration for services which are appropriate (e.g. a student who has outstanding grades

in math and high math test scores should not be prevented a placement in advanced math based on a lowered IQ score); however, a single piece of information can indicate that differentiated services are warranted (e.g. an IQ score on an individual assessment that is in the superior range indicates outstanding intellectual aptitude).

It will be the responsibility of each school's Gifted Identification Team to assess appropriately the screening material, identification criteria, and to review students' services on an annual basis. Each team may choose to involve other people regarding any placement of students. It will also be the responsibility of the team to review the service delivery grid annually and make any modifications to ensure equitable standards. Notification of services and communication with the parents should be maintained throughout the entire process.

After the student search, the school Gifted Identification Team will review all the indicators and complete an Individual Eligibility Record. If services are recommended, the team will use the specific criteria for service options to match the student with appropriate options.

Adapted from Planning Components for the Education of Gifted Students: Suggested Guidelines for Plan Development. Coleman, Gallagher, Harrison, Robinson, May 1996

Hoke County Schools'
Academically/Intellectually Gifted Program
Guidelines for Service Delivery
Identification Criteria

AIG Formal Identification

Students will be served directly by the AIG teacher in the regular classroom using a variety of service delivery methods/options.

Students must meet **three** of the following requirements: **two** of which **must be #1 and #2, or #1 and #5 or #2 and #5** along with **either #3 or #4**.

- 1. Achievement (current EOG/EOC score) 90th percentile or above AND**
- 2. Aptitude(CogAT) 90th percentile or above , in addition to**
- 3. Grade Averages 93 (A-) or better in subject OR**
- 4. Checklist/Observation by subject teacher**
- 5. Portfolio**

Alternative Assessments

See Appendix for list and explanation of acceptable alternate assessments.

Site Review Teams need to actively seek underserved populations who are demonstrating some evidence of gifted potential. Alternate assessments may include individualized aptitude tests (NNAT, UNIT.), individualized achievement tests (WIAT, Spanish version of WJ or English version with an interpreter), and/or checklists/inventories (Gifted Rating Scales). Psychologists should be present at these Site Review Team meetings in order to make professional judgments regarding the most appropriate test for the child under consideration.



Hoke County Schools' AIG Program



Pathways to Identification

Student Name: _____

Pathway 1 Academically Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement Score	90%		
Ability Score	90%		
Subject Grade Or Characteristics Checksheet*	A Clear Need for Services		
Meets criteria through Pathway1?	Yes or No		

Pathway 2 Academically Gifted (Two achievement or two ability scores)

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement Score	90%		
Ability Score	90%		
Subject Grade Or Characteristics Checksheet*	A Clear Need for Services		
Meets criteria through Pathway2?	Yes or No		

Pathway 3 Academically Gifted in Math or Academically Gifted in Reading

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement or ability score + Achievement or ability score	180		
Subject grade OR Characteristics checksheet*	A Clear need for services		
Meets criteria through Pathway 3?	Yes or No		

Pathway 4 Academically and Intellectually Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement score	95%-97%		
IQ/Ability score	95%-97%		
Pathway 4?	Yes or No		

Pathway 5 Intellectually Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement score	98%+		
IQ/Ability score	98%+		
Pathway 5?	Yes or No		

Pathway 6: Allows students to demonstrate a wide variety of strengths, talents, and interests across multiple subject areas. This collection of student work should represent comprehensive student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum. In order for students to qualify in this pathway students must first demonstrate mastery on an approved NC assessment (EOG or EOC) (90th percentile or higher for EOG/EOG). In addition, students also must demonstrate effective mastery in regular education classes in reading and math. (no grades on report cards lower than an 80). For 2nd grade students their MCLASS and benchmark assessments will be used. (70 % or higher on HCS benchmark assessments and blue level (90%) for MCLASS). For ELL students, Access Testing scores will be used to determine eligibility (Level 4 or higher). Students also must demonstrate effective mastery of regular education classes in reading and math. (no grades on report cards lower than 80). Finally, students must submit a portfolio.

The comprehensive student portfolio material should include:

- a purposeful collection of work samples from each of the learning areas that stretch over a designated period of time
- samples of work from each subject area
- writing samples including plans and draft copies
- open-ended tasks such as Science and/or Mathematics Investigations
- student self-reflection
- photographs to capture positive learning experiences such as collaboration with peers
- goals and targets
- certificates and awards
- class assessment data
- summative assessment products

A comprehensive student portfolio will provide an instant and much-needed snapshot of individual strengths and areas that require consideration. The district will create and use a rubric to evaluate the quality and/or authenticity of the compiled student's portfolio. In addition to providing a student portfolio, students are required to participate in a panel interview combined with assessment scores (EOG, EOC, 2nd grade assessments, and Access Testing).

Pathway 6: (Academically Gifted in Math or Academically Gifted in Reading)

One Achievement or One Ability Score +

Portfolio

Plus Subject Grade B+ OR

Characteristics Checklist - Clear Need for Service

Pathway 7 AIG Transfer Students

Pathway 7 is assessed when a gifted student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for military children transfers to HCS.

Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the area(s) of language arts and/or mathematics.

***Characteristics checklist completed by teacher**

<u>Achievement Tests</u>	<u>ABILITY/IQ TESTS</u>
Iowa Tests of Basic Skills (ITBS)	Otis-Lennon School Ability Test (OLSAT)
Terra Nova	Naglieri Nonverbal Ability Test (NNAT)
Diagnostic Assessment Battery	Cognitive Abilities Test (CogAT)
Woodcock-Johnson III	Woodcock-Johnson III-Test of Cognitive Abilities (Extended Version)
Stanford Binet Intelligence Scale, 5 th edition, (SB5; Full Scale IQ)	WISC-IV
TERA- Test of Early Reading Ability	
TEMA- Test of Early Math Ability	

Observation Checklists/Inventories

To assist teachers with recognizing and documenting students' needs based on classroom behavior, Hoke County AIG Program has selected the following checklists/inventories:

- Slocumb-Payne Teacher Perception Inventory, A Rating Scale for Students from Diverse Backgrounds from the book, Removing the Mask: Giftedness in Poverty by Paul D. Slocumb and Ruby K. Payne, Aha! Process Inc., 2000 (*This scale will be used as Slocumb and Payne suggest to determine students demonstrating a Clear Need for services.*)
- Rogers Teacher Inventory of Learning Strengths (TILS) from the book, Reforming Gifted Education by Karen B. Rogers Great Potential Press, Inc., 2002 (*The inventory will be used as Karen Rogers suggests to determine students demonstrating a Clear Need for services.*) *Other Rogers' forms we will use: Parent Inventory for Finding Potential and Attitudes About School and Learning*
- At the high school level in lieu of the checklists, students who have not been identified in prior grades should have a letter of recommendation from specific content teachers that addresses students' motivational characteristics, performance and/or achievement, demonstration of interest, creativity, and/or potential leadership.

Rationale:
**Guidelines for Best Practices in the
Education of Children Who Are Gifted**
(Mary Ruth Coleman and James J. Gallagher , 1995)

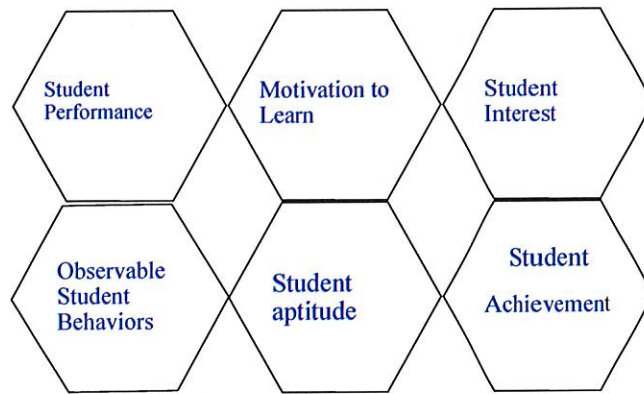
The rationale for Hoke County’s plan for gifted education is drawn from best practices in education of children who are gifted. These practices are outlined as follows:

1. Children who are gifted form a diverse group with a variety of needs, therefore, they require a range of service options.
 2. Children who are gifted learn at a faster rate than other children of their age, experience, and environment; therefore, they can often move through the curriculum at a more rapid pace (which **is** developmentally appropriate for them.)
 3. Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; therefore, they require differentiation in the curriculum.
 4. Children who are gifted have some unique social needs and may feel “different” from other children their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being.
 5. Because of their different learning and social needs, children who are gifted require time with others who are similar to them in order to establish cognitive relationships and to facilitate their academic and social growth.
 6. Some children who are gifted may **not** be reaching their potential. In fact, they may not even be recognized as gifted. This may be particularly true of students with limited opportunities to learn. For these students, additional support is needed to offer opportunities for their giftedness to develop.
 7. Because of the learning needs of children who are gifted are different from other children of their age, experience, and environment, teachers responsible for these students must have an appropriate base of knowledge and skills to meet these needs and should enjoy working with these students.
 8. When an appropriately different education is **not** provided, children who are gifted do not thrive in school and may even suffer cognitive or affective harm.
 9. Services for children who are gifted must be a part of an overall educational program which supports **excellence for all students**. This “excellence” must include opportunities for advanced students.
 10. The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is developed.
 11. When given appropriate education opportunities, children who are gifted will become increasingly knowledgeable; therefore, their needs for differentiation increase as well, when compared to others of their age, experience, and environment.
-
1. Potentially gifted students from culturally-diverse or economically-disadvantaged families, and students with

12. Potentially gifted students from culturally-diverse or economically-disadvantaged families, and students with disabilities are often overlooked for gifted programming; therefore, special efforts may be needed to ensure that these students are recognized and served.

Multiple Indicators of Giftedness

Coleman, Gallagher, Harrison, and Robinson (1995)



Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought.

- Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
- Information from any and all indicators may be used in matching students with appropriate service options.
- Information used from each indicator should be directly related to the service option considered.
- Information from specific indicators may be given priority for special options.

Coleman, Gallagher, Harrison, and Robinson (1995)

Hoke County Schools
Academically/Intellectually Gifted Program
Indicators of Giftedness

Coleman and Gallagher

Observation of Student Behavior

(Indicator of a student's need for differentiation based on his/her observable behavior)

This may be shown through the student's abilities in the following areas:

- Communication-highly expressive and effective use of words, numbers, and symbols
- Motivation-evidence of desire to learn
- Humor-conveys and picks up on humor
- Insight-quickly grasps new concepts and makes connections, senses deeper meanings
- Interests-intense (sometimes unusual) interests maintained over time
- Problem Solving-effective, often inventive, strategies for recognizing and solving problems
- Memory-large storehouse of information on school or non-school topics
- Reasoning-logical approaches to figuring out solutions
- Imagination/Creativity-produces many ideas, highly original

(Source: Frasier, M. Panning for Gold. Athens, GA: National Research Center at the University of Georgia, 1992)

Student Performance

(Indicator of a student's demonstrated mastery)

This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school area.

Student Achievement

(Indicator of a student's knowledge)

This may be shown through a standardized test score or an End-of-Grade/End-of-Course test score. Achievement may also be reflected on criterion-referenced tests designed by teachers.

Student Aptitude

(Indicator of a student's capacity for learning)

This involves reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ Score or Ability Score.

Student Interest

(Indicator of a student's focus areas and/or curiosity)

This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extra-curricular activities.

Student Motivation to Learn

(Indicator of a student's commitment to pursue learning experiences)

This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students, who have often been called "underachievers", an individual case study may be important to reflect the student's specific areas of need.

Hoke County Schools
Academically/Intellectually Gifted Program
Process of Placing a Transfer Student

Grades K-2

1. Guidance Counselor/Data Manager/secretary informs AIG Facilitator and/or GIT Chairperson that an identified gifted student has enrolled.
2. Student is placed in the class with a teacher who has AIG certification or involved in AIG local endorsement training and has AIG cluster group.
3. AIG records are requested.
4. GIT reviews services and eligibility data from previous school and determines if student meets Hoke County's criteria for identification of K-2 student (AIG Plan).
5. AIG Facilitator will meet regularly with the student's teacher in order to help ensure that the needs of the student are being met.

Grades 3-8

1. Guidance Counselor/Data Manager/secretary informs AIG Facilitator and/or GIT Chairperson that an identified gifted student has enrolled.
2. Student is placed in the AIG cluster group **if at all possible**. (This will be the job of the Data Manager or secretary when the student enrolls at the school,)
3. AIG records are requested.
4. Gifted Identification Team reviews record to see if student meets Hoke County's eligibility criteria. If enough data is not available or data does not correspond to Hoke County's criteria for eligibility, GIT will request appropriate testing/assessment and proceed with possible identification.
5. If eligible, DEP is developed.
6. Parent conference is scheduled to discuss testing/assessments and DEP.
7. AIG Facilitator enters AIG eligibility data into PowerSchool.

Grades 9-12

1. Guidance Counselor/Data Manger/secretary informs AIG Facilitator and/or GIT Chairperson that an identified gifted student has enrolled.
2. Student is placed in appropriate Honors/AP courses).
3. AIG records are requested.
4. Gifted Identification Team reviews records to see if student meets Hoke County's eligibility criteria. If enough data is not available/data does not correspond to Hoke County's criteria for eligibility, GIT will request appropriate testing/assessment and proceed with possible identification.
5. If eligible, DEP is developed,
6. Parent conference is scheduled to discuss testing/assessments and DEP.
7. AIG Facilitator enters AIG eligibility data into PowerSchool.

Hoke County Schools'
Academically/Intellectually Gifted Program
K-2 Assessments

Pre-K	Kindergarten	Grade 1	Grade 2
<p>Reading</p> <ul style="list-style-type: none"> Consistently exhibits proficiency in kindergarten objectives from the North Carolina ELA Standard Course of Study Demonstrates understanding of text at Literacy Level 8, with an emphasis on comprehension/retelling portion of this assessment <p>Math</p> <ul style="list-style-type: none"> Consistently exhibits proficiency in math objectives the North Carolina Standard Course of Study for Kindergarten 	<p>Reading</p> <ul style="list-style-type: none"> Consistently exhibits proficiency in first grade objectives from the North Carolina ELA Standard Course of Study Demonstrates understanding of text at Literacy Level 23/24, with an emphasis on comprehension/retelling portion of this assessment Consistently reads independently and comprehends narrative and expository text appropriate for the end of first grade <p>Math</p> <ul style="list-style-type: none"> Performs at Math Level 4 on the North Carolina mandated Math Matrix Consistently exhibits proficiency in math objectives from the first grade North Carolina Standard Course of Study 	<p>Reading</p> <ul style="list-style-type: none"> Consistently exhibits proficiency in second grade objectives from the North Carolina ELA Standard Course of Study Demonstrates understanding of text at Literacy Level 31/32 with an emphasis on the comprehension/retelling portion of this assessment Consistently reads independently and comprehends narrative and expository text appropriate for the end of second grade <p>Math</p> <ul style="list-style-type: none"> Performs at Level 4 on North Carolina mandated Math Matrix Consistently exhibits proficiency in math objectives from the second grade North Carolina Standard Course of Study 	<p>Reading</p> <ul style="list-style-type: none"> Consistently exhibits proficiency in third grade objectives from the North Carolina ELA Standard Course of Study Demonstrates understanding of text at literacy lexile level of 625-880+ Reads narrative and expository text appropriate for the end of third grade <p>Math</p> <ul style="list-style-type: none"> Performs at Level 4 on North Carolina mandated Math Matrix Consistently exhibits proficiency in math objectives from the third grade North Carolina Standard Course of Study

**Hoke County Schools’
Elementary AIG Service Delivery Options
Grades K-5**



Learning Environment	Content, Process, & Product Modification	Enrichment/Talent Development	Special Programs	Instructional Strategies
<ul style="list-style-type: none"> • In-class flexible grouping • Cluster grouping of gifted students • Subject grouping • Resource services • Academic leveling • Subject skipping/acceleration • Grade skipping • Independent Study 	<ul style="list-style-type: none"> • Tiered assignments • Learning centers • Independent studies • Curriculum Compacting • Computer-based instruction • Independent/group learning contracts • Paideia Seminars • Advanced content (to include but not limited to: Math Superstars, Math Olympiads, Junior Great Books, William and Mary units) • Thematic Units • Guidance Counselor Services • Mentorship • Remediation Services • Technology Infusion 	<ul style="list-style-type: none"> • Advanced enrichment classes • Enrichment clusters • Enrichment centers • Independent and small group investigations/product development • Mentorships 	<ul style="list-style-type: none"> • Study Island • MyOn • Classworks • Contests and Competitions including but not limited to: (Continental Math League, Battle of the Books, Thinking Caps Quiz Bowl, Soil and Water Contests, Science Fair) • Counseling (Small group/individual) • Fine Arts activities • Hands-on equations • Junior Great Books • Math Olympiad • Odyssey of the Mind • 4th/5th grade Duke Talent Search 	<ul style="list-style-type: none"> • Cooperative Learning • Critical and Creative Thinking • Group investigations • Higher Order Questioning • Problem-based Instruction • Literature Circles • STEM

Note: Services may be differentiated at an increasingly advanced level based on student’s needs.

**Hoke County Schools’
Middle School AIG Service Delivery Options
Grades 6-8**



Learning Environment	Content, Process, & Product Modification	Enrichment/Talent Development	Special Programs	Instructional Strategies
<ul style="list-style-type: none"> Cluster grouping of gifted students In-class flexible grouping Resource Support Subject skipping/subject acceleration Grade Skipping/Acceleration Intra-Team grouping Independent Study 	<ul style="list-style-type: none"> Tiered assignments Learning centers Independent studies Curriculum Compacting Computer-based instruction Independent/group learning contracts Paideia Seminars Advanced content (to include but not limited to: Math Superstars, Math Olympiads, Junior Great Books, William and Mary units) Thematic Units Guidance Counselor Services Technology Infusion Remediation Services Technology Infusion Differentiated Units 	<ul style="list-style-type: none"> Clubs and organizations Mentorships Independent Projects Field Trips Logic puzzles, riddles 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> Competitions (Science Olympiad, News Quiz Bowl, Thinking Cap Quiz Bowl, Battle of the Books, Math Olympiad Spelling Bee) Speech and Debate Odyssey of the Mind Soil and Water Essays Science Fair Math Counts Accelerated Math University Workshops Counseling DUKE TIP Program Summer Camps STEM 	<ul style="list-style-type: none"> Higher Order Questioning Seminar Teaching Critical/Creative Thinking Research Skills Problem-based Instruction Cooperative Learning Group investigations Creative Problem Solving Interest Assessments Literature Circles Writing Across the Curriculum Seminars

Note: Services may be differentiated at an increasingly advanced level based on students’ needs.

Hoke County Schools' High School Service Delivery Options Grades 9-12+



Learning Environment	Content, Process, & Product Modification	Enrichment/Talent Development	Special Programs	Instructional Strategies
<ul style="list-style-type: none"> • Honors Classes • Advanced Placement • Mentorships • Independent Study Courses • Dual Enrollment • Early Admission • Special Schools 	<ul style="list-style-type: none"> • Tiered Assignments • Curriculum Compacting • Computer-based instruction • Padavia Seminars • Differentiated Units • Accelerated Content • Independent Studies • Learning Centers • Technology Infusion • Guidance Counselor Services • Remediation Services 	<ul style="list-style-type: none"> • Special Opportunities • Clubs and Organizations • Mentorships • Independent Projects • Service Projects • Trivia 	<p>Including but not limited to:</p> <ul style="list-style-type: none"> • Competitions and Contests • Workshops • Summer Camps • Leadership Training • Visual/Performing Arts • Governor's School • Summer Ventures • NC School of Science and Math • NC School of the Arts • Community Services • Science Club • Speech and Debate • Battle of the Books • STEM 	<ul style="list-style-type: none"> • Higher Order Questioning • Seminar Teaching • Critical and Creative Thinking • Creative Problem Solving • Research Skills • Socio Drama • Brain Based Instruction • Problem-Based instruction • Cooperative Learning • Conflict Resolution Skills • Group Investigations • Interest Assessments • Thinking Maps • Literacy Strategies

Note: Services may be differentiated at an increasingly advanced level based on student's needs.



Hoke County Schools
Academically/Intellectually Gifted Program
2019-2022
High School Service Delivery

Service Options	Entrance Criteria
Advanced Placement Courses Honors Courses	School counselors and teachers will work with students and parents to develop a challenging program that will meet students' individual needs. Advanced Placement Courses and Honor Courses are self-selected by students. Course prerequisites and teacher recommendation based on previous performance are used to guide students to the proper course level.*
Dual Enrollment	Certain programs and courses are offered through the local community college (SHCC) with prerequisites and credit decided upon through articulation between instructors at the high school and instructors at the community college.
Sandhoke Early College	Application process necessary**
Special Schools in North Carolina	Entrance criteria are defined by the individual schools. Applications and information can be obtained through the high school guidance department.

* Advance Placement courses, early entrance to college and/or dual enrollment may qualify for gifted service options, if educators are providing modifications to meet students' individual needs. If a student does not perform according to potential or has not enrolled in these special classes, then that student may be placed on an IDEP. Support and monitoring for the student would be provided. If the student shows growth and makes achievement over time, he/she would be provided an opportunity to receive gifted services. It would be helpful if the student's DEP is attached to his/her four-year high school plan.

**Students may apply to participate in Early College programs or may apply for the North Carolina School of Math and Science or North Carolina School of the Arts. Some students may be selected to attend Governor's School. Teachers or counselors may be contacted to provide additional information in this situation.

Type of Content Or Instructional Modification	Description	Implementation
Enrichment of Curriculum	<p>Definition: Building on the regular curriculum with differing examples and associations to develop complex ideas. Inclusive and broad enrichment may have minimal connection to a standard.</p> <p>Curriculum modifications include:</p> <ul style="list-style-type: none"> • Development of cognitive or academic abilities through sensory or hands-on experiences. • Learning experiences tied to student interests. • Provision of multiple ways or options to practice a standard. • Aids for appropriate scaffolding for stretching one's thinking or struggling with new materials, • Creation of interdisciplinary connections. 	<p>Students who qualify for service: All K-12 students if needed.</p> <p>Possible methods of delivery:</p> <ul style="list-style-type: none"> • Projects/problem-based studies including technology component • Field trips • Special speakers/performances • Exploration/discovery learning • Multiple intelligences options • Product options • Higher Level Thinking Questions • Critical/Creative thinking assignments • Flexible grouping
Extension of Curriculum	<p>Definition: Taking a standard beyond its stated level by extending the challenge level of content, process, or product.</p> <p>Curriculum modifications are inclusive of:</p> <ul style="list-style-type: none"> • Moving students from concrete to abstract • Moving students from simple to complex • Moving students from basic to transformational • Moving students from few facets to multi-faceted • Moving students from smaller leaps to greater leaps • Moving students from more structure to more openness 	<p>Students who qualify for service: Any student who has mastered their regular core content</p> <p>Possible methods of delivery:</p> <ul style="list-style-type: none"> • Curriculum compacting • Inquiry learning • Independent projects • Content telescoping (teaching through curriculum faster to expose student to other experiences) • Problem solving (inductive and deductive) • Higher and more complex taxonomies • Projects/problem-based learning with added technology component

<p>Extension of Curriculum (continued)</p>	<ul style="list-style-type: none"> • Creating more complex activities which address content above and beyond the NCSCOS 	<ul style="list-style-type: none"> • More in-depth studies • Interdisciplinary units of study • Grouping within the classroom and school based on student need • Honors /AP classes
<p>Acceleration of Curriculum</p>	<p>Definition:</p> <p>An increased level/pace of instruction based on the individual student's needs</p> <p>Curriculum Modifications include:</p> <ul style="list-style-type: none"> • Teaching the curriculum at a faster pace 	<p>Students who qualify for service:</p> <p>Any student who is showing a mastery level of his/her current curriculum that is one or more years higher than average</p> <p>Possible methods of delivery:</p> <ul style="list-style-type: none"> • Pre-assessment/curriculum compacting • Flexible grade level grouping • Cross grade level grouping • Higher instructional level • Independent projects • Mentorships, internships, and apprenticeships • Dual enrollment • Advance Placement classes



Academically/Intellectually Gifted

The “Non-Negotiables” of Academic Rigor

Academic rigor is an essential characteristic of effective curriculum, instruction and assessment. Students learn when they are challenged to use the full range of their talents and intellectual abilities to address authentic and complex academic tasks in professional and real-life events. All students should have the opportunity to participate in qualitatively different academic environments that build upon their interests, strengths and personal goals. These environments should engage them actively and consistently in sophisticated investigations of materials, texts, interactive technologies and learning activities, requiring them to understand and apply advanced critical and creative processes.

Rigorous academic environments represent true communities of learning, encouraging both students and teachers to be risk-takers engaged in experimental, investigative and open-ended learning processes. Together, members of inquiry-based learning communities can utilize effectively their existing knowledge while striving to create new knowledge. In these rigorous learning environments, students accept greater responsibility for developing and applying a deep understanding of significant concepts, generalizations, essential questions and skills and procedures to problem finding and problem solving for which there are no predetermined limits. As a result of an education reflecting these “non-negotiables”, students will become life-long learners and thinkers, capable of independent reflections, self-evaluation and reasoning.

Academic Rigor

- Has qualitatively different academic environments (more in-depth, complex and abstract concepts and ideas)
- Builds upon interests, strengths and personal goals
- Engages consistently in sophisticated investigations of materials, texts, interactive technologies and learning activities
- Employs advanced critical and creative processes
- Embraces teachers and students as risk-takers in experimental, investigative and open-ended learning processes
- Utilizes effectively existing knowledge and creates new knowledge
- Develops and applies deep understanding of significant concepts, generalizations and essential questions to problem finding and problem solving
- Sets no pre-determined limits
- Creates life-long learners and thinkers capable of independent reflection, self-evaluation and reasoning.

Rigor Rubric for Education Programs

Curriculum	Level Four	Level Three	Level Two	Level One
	<p>Advanced, sophisticated curriculum consistently builds upon and extends beyond a standard course of study through universal concepts, complex levels of generalizations and essential questions from multiple perspectives within the topic. Students consistently engage in multiple, complex, thought-provoking and ambiguous texts/materials that challenge their thinking and feelings.</p>	<p>Curriculum occasionally attempts to build upon and to extend beyond a standard course of study through universal concepts, generalizations and essential questions from a few perspectives within the topic. Students occasionally engage in multiple complex, thought-provoking and ambiguous texts/materials that challenge their thinking and feelings.</p>	<p>Curriculum focuses on multiple discrete concepts and ideas with little if any articulated connection or overt relationships, particularly as they relate to the design and structure of a standard course of study rather than unifying concepts, generalizations and essential questions. Students rely primarily on one or two textbooks that may or may not be provided by the instructor.</p>	<p>Curriculum develops around topic(s) and exploration occurs through activities. Student outcomes lack articulation. A superficial attempt exists to provide rigor through quantity rather than quality. An over reliance on the textbook as the predominant curriculum is evident. Readings superficially address the topic.</p>
Instruction	<p>Instructional delivery of the teacher employs a large canon of research-based advanced instructional strategies and methods within curricular models. Opportunities for understanding the “whys” through scholarly dialogue or discussions are regularly provided and students reflect daily on concepts, complex levels of generalizations</p>	<p>Instructional delivery of the teacher uses multiple instructional strategies and methods within lessons and sometimes larger curricular models of study to understand complex and sophisticated materials/texts. Opportunities for understanding the “whys” through discussions are frequently provided and</p>	<p>Instructional delivery of the teacher uses one or two instructional management strategies (learning and/or interest centers, learning styles, etc.) within lessons to understand complex and sophisticated materials/texts. Opportunities for understanding the “whys”, the metacognition of such strategies may or may not be addressed.</p>	<p>Instructional delivery of the teacher assumes students will independently construct meaning from sophisticated materials/texts through appropriate mental models (processes/graphic organizers). Teacher provides little, if any support and is primarily engaged in delivering content and coverage.</p>

	and essential questions encountered with rigorous texts. Teacher consistently probes students to deepen meaning and to provide rationale for positions explored.	students frequently reflect on concepts, generalizations and essential questions encountered with rigorous texts.		
Assessments	Multiple types of assessment are used consistently to monitor students' growing understanding of increasing complexity of materials, ideas, issues, and problems encountered throughout the year. The teacher regularly provides for students' daily reflections on their understanding and growth within advanced curricular studies.	Assessments are ongoing, focused and evident through the complexity of materials, ideas, issues, and problems encountered within curricular studies throughout the year. The teacher frequently provides for reflections on students' understanding, and growth within curricular studies	Assessments are focused and evident through some materials encountered throughout the year. The teacher sporadically provides for reflections on students' understanding and growth within curricular studies.	Assessments reflect a "one shoe fits all" approach with an emphasis upon end-of-unit tests comprised largely of short answer, multiple choice, true/false and/or fill-in-the-blank responses at the conclusion of unit(s). Little or no opportunity exists for the learner to refine skill(s) or major ideas/concepts



Hoke County Schools

Academically/Intellectually Gifted Program

Links to Other School District Programs

In order for our AIG Program to be successful, we must link to other school system programs. Hoke County has taken steps to link the Academically/Intellectually Gifted Program to the following school district initiatives:

1. Reading Renaissance -The AIG Program links to this program as Reading Renaissance addresses individual interest, motivation, and achievement level. This program gives feedback to ensure that every student is challenged and achieves maximum success.
2. Accelerated Math (Grades 3-8)-This program addresses individual math achievement levels, interest, and motivation which will allow students more challenging curriculum in mathematics.
3. Southern Association of Colleges and Schools/Council on Accreditation and School Improvement (AdvancED-SACS/CASI) and Advancing Excellence in Education Advanced-The accountability portfolios will fit into the required district documentation and correlate with AIG Program goals.
4. NC Standard Course of Study Analysis Sessions-The local plan will support and enhance the district initiative to add rigor and relevance to the application of the NCSCOS.
5. REAL (9-12)-Academically Gifted goals will enhance the entrepreneurship objectives of this program.
6. Sand Hoke Early College High School-The local plan links to this school as students are required to take honors and college level courses with the opportunity for students to obtain their high school diploma and complete two years of college classes in five years.
7. Professional/Staff Development-AIG sponsored staff development will support the county's goal to provide rigor and relevance in all classrooms.
8. Exceptional Children's Program-Our AIG Program will work with the Exceptional Children's Program to address the needs of our dually identified children
9. Senior Project-Our AIG Plan links into this community-school-business integrated program addressing student interest and development of a quality research paper, portfolio, product and its professional presentation to judges.
10. Career Pathways-Our AIG Plan will add support to this design for guiding students as they prepare for the future in regard to their interests, talents, or desired levels of education.
11. High Schools That Work (HSTW)-The AIG Plan links to this model that will establish a strong, positive school climate for learning, curricular and instructional innovations to

transition all students into advanced high school work in all academic and career-tech areas, parent and community involvements to encourage students' career and college development, and professional development systems to support implementation of recommended reforms such as the Ninth Grade Academy and Career Academics for the Upper Grades.

12. Framework for Understanding Poverty-The AIG Plan links into this staff development effort to help teachers gain an understanding of the effects of poverty and supporting the potential of students living in poverty as well as identifying characteristics of giftedness in these students.
13. S.A.T. Prep-The AIG Plan links to this course as a preparation for college entrance exams.
14. No Child Left Behind-The AIG Plan will link with NCLB to provide gifted students with the opportunity to achieve at the highest academic levels.
15. Scantron-The AIG Plan links to the Scantron program because it provides software that will give timely and reliable access to student performance data, will help to ensure that students are learning at their optimum level, and will encourage higher achievement.
16. Classworks-The AIG Plan links to this program because Classworks provides individual learning paths tailored to meet specific needs with enrichment and acceleration, and uses assessments to track progress show when skills are mastered.
17. Title I-The AIG Plan links with this federal program to provide educational opportunities for all low-income students, not just those who are underachieving.
18. Ninth- Grade SUCCESS Program-The AIG Plan links with this week long summer transition program for rising ninth-grade students to introduce them to the high school campus, *The Seven Habits of Highly Successful Students*, various elective courses, clubs, and organizations.
19. Sixth-Grade SUCCESS Program-The AIG Plan links with this summer transition program to orient rising sixth graders to middle school with similar components as the ninth-grade program to ensure student success.
20. TESA (Teacher Expectations and Student Achievement)-The AIG Plan will support implementation of the TESA program as a part of the EXACT model for enhancing student achievement and raising teacher expectations
21. Huskins Grant-The AIG Plan supports the college courses offered by Sandhills Community College as a part of the Huskins Grant. These courses offered as dual enrollment, allow a student to earn college credit in a more rigorous setting in preparation for college.
22. Study Island-The AIG Plan links to this web-based, self-paced program aligned to NCSCOS that allows students to move through content as rapidly as they are able, thus addressing AIG students' needs...

Hoke County Schools
Academically/Intellectually Gifted Program
Eligibility Determination/Service Decisions
Due Process Procedures



- I. Appeal to the School Gifted Identification Team
- II. Appeal to the Building Level Principal
- III. Appeal to the Academically/Intellectually Gifted Program Director
and Academically/Intellectually Gifted Coordinator
- IV. Appeal to the Superintendent
- V. Appeal to the Local Board of Education
- VI. Appeal to the State Level Administrative Law Judge for a Contested
Case Hearing*

*(For more information regarding this process, see the next two pages.)



Hoke County Schools
Due Process Procedures
Academically/Intellectually Gifted
Eligibility Determination/Services Decision



Hoke County Schools Gifted Education Program goals, objectives, and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements.

Step I: Appeal to the School Gifted Identification Team

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. This request must be made in writing. The Gifted Identification Team should be given ample opportunity (10 days) to convene all members together for a conference.
2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the Gifted Identification Team.
3. At this conference, all information is shared with parent/guardian and minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from those involved.
4. Following the conference, the Gifted Identification Team will respond to the parent's/guardian's concerns in writing within 10 days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level principal. This should be done in writing within 10 days of the decision from the Gifted Identification Team. The principal shall schedule the conference within 10 days of receipt of written request. The Gifted Identification Team chairperson and child's teacher may be invited to this conference along with the parent/guardian.
2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from all of those present.
3. The principal shall respond to the concern in writing within 10 days of the conference.

Step III: Appeal to the Academically/Intellectually Gifted Program Director and Coordinator

1. The parent/guardian may appeal the decision of the building level principal to the Academically/Intellectually Gifted Program Director. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to: Mr. Linden Cummings,
AIG Program Director
Hoke County Schools
310 Wooley Street
Raeford, N. C 28376

2. The Academically/Intellectually Gifted Program Director and the AIG Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the principal. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from those present.

Step III (continued)

3. The Academically/Intellectually Gifted Program Director shall respond to the concern in writing within 10 days of the conference.

Step IV: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the Academically/Intellectually Gifted Program Director and the AIG Coordinator to the Superintendent in writing within 10 days of the decision. Please submit this appeal to: Superintendent

Hoke County Schools
310 Wooley St.
Raeford, N. C. 28376

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, and/or the Academically/Intellectually Gifted Program Director and the AIG Coordinator. Minutes are recorded on the Gifted Identification Team form and signatures are obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference. *(At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.)*

STEP V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing.

Please submit this appeal to: Hoke County Board of Education
310 Wooley St.
Raeford, N. C. 28376

This request must be made the Monday prior to the next scheduled board meeting in order that this appeal will be placed on the agenda.

2. The Board of Education will review the concern. The Board of Education may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, the Academically/Intellectually Gifted Program Director, the AIG coordinator, and the Superintendent. During this meeting, minutes will be recorded on the Gifted Identification Team minutes form and signatures obtained from all of those present.

3. The Board of Education shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents/guardians may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

Hoke County Schools



AIG Program Personnel Roles/Responsibilities

Personnel	Role	Responsibilities	Licensure/Local Endorsement
AIG Cluster Teacher	Teaches AIG cluster groups in grades 3-12	<ul style="list-style-type: none"> • Exposes all students to a wide variety of enrichment activities • Provides appropriate differentiation for the gifted students assigned to the classroom • Examines the existing curriculum and determines where additional content material is needed • Knows and utilizes appropriate instructional strategies for gifted students • Compacts the curriculum for gifted students when appropriate • Helps identify students with “gifted potential” and develops strategies to address their needs • Monitors the progress of each gifted student to pursue investigation based on their individual interests • Communicates the program to parents and the community • Collaborates and plans regularly with the AIG Facilitator • Demonstrates involvement in AIG certification/local endorsement • Attends refresher/informational sessions concerning relevant AIG topics 	State Licensure/Local Endorsement (or working toward endorsement/licensure)

Data Manager	Grades K-12 (Records Management)	<ul style="list-style-type: none"> • Notifies teachers, counselors, principal designee and AIG Facilitator and Coordinator when an identified AIG student withdraws 	None
Media Specialist	Grades K-12	<ul style="list-style-type: none"> • Provides resources for teachers and students • Facilitates independent studies/projects/activities 	Appropriate state licensure
Board of Education	Grades K-12	<ul style="list-style-type: none"> • Establishes educational policy for the AIG program • Seeks appropriate funding for the AIG program 	Elected by the public
Assistant Superintendent C & I	Supervises all C & I departments	<ul style="list-style-type: none"> • Oversees AIG Program • Evaluates AIG District Coordinator • Assists AIG District Coordinator 	Licensure in Administration
School Counselor	Grades K-5, 6-8, or 9-12	<ul style="list-style-type: none"> • Serves on school Gifted Identification Team • Supports personal/social, career, and academic needs of gifted students • Works with underachieving gifted students • Works with students at appropriate school levels to set up long range plans/goals 	<ul style="list-style-type: none"> • Counseling Licensure with additional training in characteristics of gifted with particular emphasis on the personal/social, career, and academic needs of gifted • AIG group/individual counseling
Principal	K-5, 6-8, or 9-12	<ul style="list-style-type: none"> • Oversees curriculum differentiation to meet needs of AIG students • Serves on AIG Gifted Education Team (or appoints designee) • Appropriately assigns AIG students for appropriate instruction based on best practices 	

		<ul style="list-style-type: none"> • Confers with AIG Coordinator • Ensures faculty has appropriate AIG certification or is in process in conjunction with Human Resources • Evaluates faculty implementation of AIG program • Communicates with parents, community members, students, and educational staff regarding AIG program • Designates AIG Facilitator • Oversees and is accountable for the implementation of the policies set forth in the Academically/Intellectually Gifted Plan 	
AIG District Director	Supports and oversees the implementation of the AIG program for the district	<ul style="list-style-type: none"> • Oversees AIG budget • Coordinates staff development related to gifted education • Answers legal questions evaluate AIG program • Supports development of curriculum • Supports selection of materials • Consults with teachers and administrators • Coordinates communications to parents and community • Coordinates all Advisory Team/Facilitator meetings • Works with community agencies to provide mentorship, internships, and field experiences • Assists in program evaluation • Facilitates aptitude testing for identification process • Facilitates achievement testing for identification process • Other duties as assigned by Assistant Superintendent for Curriculum and Instruction 	<ul style="list-style-type: none"> • State licensure in gifted education • Minimum of five years' experience in teaching gifted students and/or Master's degree

AIG Facilitators	Grades K-5, 6-8, 9-12+	<ul style="list-style-type: none"> • Consults with teachers/administrators and disseminates gifted information to schools/administrators/teachers /parents • Assists District Coordinator in planning and implementing assessments for identification of gifted students • Has input into development of AIG budget and the selection of appropriate materials • Serves as Chairperson of school’s Gifted Identification Team (being responsible for AIG records/forms/minutes and AIG pool) • Works with Gifted Identification Team to ensure that DEPs and IDEPs are developed and implemented • Plans/conducts parent informational meetings and communication • Plans collaboratively with teachers of AIG and cluster students • Participates in program evaluation • Procures and disseminates resources materials appropriate for AIG cluster students • Conducts yearly inventory • Other duties as assigned by the AIG District Coordinator 	<ul style="list-style-type: none"> • AIG Licensure in Gifted Education or Locally endorsed • If not licensed or endorsed, must complete such within two years
AIG Advisory Board	Comprised of stakeholders in AIG education	<ul style="list-style-type: none"> • Provides input in meeting the objectives of the AIG plan 	Knowledge of county AIG Plan and Screening Policy
Gifted Identification Team	Members: AIG Facilitator, School	<ul style="list-style-type: none"> • Serves as advocates for gifted students • Collects/reviews student 	(see individual requirement for team members)

	<p>Counselor, Principal (or designee), AIG cluster teachers</p>	<p>information in order to determine eligibility status</p> <ul style="list-style-type: none"> • Collects/reviews student information in order to make appropriate service delivery options/recommendations • Ensures that DEPs and IDEPs are developed and implemented • Keeps a log/record of screening pool, referrals, and placement decisions • Ensures that all records and confidential information are kept in secure location • Ensures communication with parents, teachers, coordinators, and other education personnel is handled appropriately and confidentially 	
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Forms



**Hoke County Schools
Academically/Intellectually Gifted Program
Student Referral for Gifted Education Services**



Student's Name _____ DOB _____ ID # _____

School _____ Grade _____ Teacher _____

I. **Reasons for Referral** (Please give specific reasons for your referral of this student of this student to the Gifted Identification Team. Be complete in your explanation.)

II. **Referral in the area (s) of** _____

<p>A. Academic Performance/Grades (Please list grades for each of the nine-weeks.)</p> <p>Reading _____ / _____ / _____ / _____</p> <p>Math _____ / _____ / _____ / _____</p> <p>Other _____</p> <p>_____ / _____ / _____ / _____</p>	<p>B. Achievement Tests Scores (Include 3rd grade pretest, EOG, and any nationally normed testing.)</p> <p>_____ Grade _____ Grade</p> <p>Reading _____ Reading _____</p> <p>Math _____ Math _____</p> <p>_____ Grade _____ Grade</p> <p>Reading _____ Reading _____</p> <p>Math _____ Math _____</p> <p>Nationally normed achievement tests</p> <p>Test: _____ Date _____</p> <p>Test: _____ Date _____</p>
<p>C. Aptitude</p> <p>Test: _____ Date _____</p> <p>Test: _____ Date _____</p>	<p>D. Benchmark Scores</p> <p>Reading: _____ / _____ / _____ / _____</p> <p>Math: _____ / _____ / _____ / _____</p>

IV. Gifted Behavior Scale:

Please complete the attached Gifted Behavior Scale. This Gifted Behavior Scale is considered a crucial piece of data in our referral process. Include any additional comments on the back of this form. Thanks!

(Signature)

(Date)



Hoke County Schools
Academically/Intellectually Gifted Program
Gifted Behavior Scale
Grades 3-12



Student _____ DOB _____ School _____ Date _____ ID# _____
 Grade _____ Race _____ Gender _____ Name of Person Completing Form _____

Please complete the following checklist by circling the number which best represents your observations of the student. Use the Rubric listed below to determine your rating:

- 1 You have not observed these behaviors.
- 2 You have occasionally observed these behaviors.
- 3 You have usually observed these behaviors.
- 4 You almost or always observe these behaviors.

Learning Characteristics

- Uses more advanced vocabulary than others his/her age, or grade level 1 2 3 4
- Has a good memory and can recall information easily 1 2 3 4
- Tries to discover the how and why of things; asks many questions about how things (or people) "tick" 1 2 3 4
- Looks for and can quickly see similarities and differences in events (happening, people, and things) 1 2 3 4
- Sees more or gets more out of a story, film, or other experiences than others his/her age 1 2 3 4
- Is interested in and expresses a desire to read; has mastered reading skills beyond those of his/her age and with whom he/she associates 1 2 3 4
- Tries to understand difficult materials; reasons things out for himself/herself 1 2 3 4
- Sees and gives logical and common sense answers 1 2 3 4

Motivational Characteristics

- Becomes absorbed in projects and activities 1 2 3 4
- Is bored with routines 1 2 3 4
- Needs little motivation from others to pursue 1 2 3 4
- Strives for perfection 1 2 3 4
- Prefers to work alone 1 2 3 4
- Is interested in a variety of topics and activities 1 2 3 4
- Perseveres in belief 1 2 3 4
- Likes to organize things, people and activities 1 2 3 4
- Is quite concerned with right and wrong, good and bad 1 2 3 4

Creativity

- Is curious about many things 1 2 3 4
- Can come up with a number of ideas for solutions to problems, often offers clever ideas 1 2 3 4
- Is willing to take risks 1 2 3 4
- Has an active imagination; likes to play with ideas 1 2 3 4
- Has a keen sense of humor 1 2 3 4
- Is not afraid to be different from others 1 2 3 4
- Recognizes beauty in his/her surroundings 1 2 3 4
- Asks for justification of rules 1 2 3 4

Gifted Behavior Scale Continued

Leadership

- Carries responsibility well; can be counted on to do what he/she has promised and usually does it well 1 2 3 4
- Has confidence in himself/herself with other his/her own age as well as with adults; likes to show his/her work to others 1 2 3 4
- Gets along well with others 1 2 3 4
- Can express himself/herself well 1 2 3 4
- Adapts easily to new situations 1 2 3 4
- Likes to direct activities in which he/she is involved 1 2 3 4
- Participates readily in activities 1 2 3 4

Adaptability

- Handles outside responsibilities and meets school demands 1 2 3 4
- Learns through experience; is flexible and resourceful in solving day-to-day problems 1 2 3 4
- Deals effectively with problems, frustrations, or obstacles caused by the complexities of life 1 2 3 4
- Is able to overcome lack of environmental structure and directions 1 2 3 4
- Displays high degrees of social reasoning and/or behavior and shows ability to discriminate 1 2 3 4
- Could use limited resources to make meaningful products 1 2 3 4
- Displays maturity of judgment and reasoning beyond own age level 1 2 3 4
- Can transfer learning from one situation to another 1 2 3 4

(Please add all ratings and place total here.)

Total _____

Additional Comments:

Adapted from: Joseph S. Renzulli, Systems and Models for Developing Programs for the Gifted and Talented, Creative Learning Press, Inc. P O. Box 321, Mansfield Connecticut 06250



Hoke County Schools
Academically/Intellectually Gifted Program
Consent for Evaluation



Student _____ Date sent: ____/____/____

Date Returned: ____/____/____

Dear _____:

School personnel have recognized the need for gathering more information about your child. The proposed screenings, evaluation(s), or review by qualified personnel will help determine his/her strengths and weaknesses and eligibility for a differentiated education plan in the Academically/Intellectually Gifted program. Qualified personnel will administer the use of one or more of the tests below in order to help determine these strengths and weaknesses and eligibility for academically/intellectually gifted services.

After these assessments are given, you will be invited for a conference to discuss the results.

AREA	INFORMATION
Educational	Reading, mathematics and other subjects; cognitive development; group/individual assessments; achievement tests; observation
Social Appraisal	Social, personal, behavioral and developmental history
Intellectual	Group or individual intelligence
Other	_____

GIT Chairperson/AIG Facilitator

Parent/Guardian Check One, Sign, Return to School:

_____ **Yes, I give my permission for my child to receive evaluation services. I have received a copy of the Due Process Procedures.**

_____ (Name) _____ (Date) _____ (Relationship)

_____ **No, I do not give permission for my child to receive evaluation services. I have received a copy of the Due Process Procedures.**

_____ (Name) _____ (Date) _____ (Relationship)

Please sign and return the top copy to the GIT Chairperson/AIG Facilitator.



AIG Program Parent/Guardian
Consent for Initial Placement
Grades 3-12



Dear _____:
(parent)

Re: _____
(student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the _____ - _____ school year based on your child's needs for differentiation. Differentiated services are recommended in the AIG Program at the following level:

- _____ Service in Reading only
- _____ Service in Math only
- _____ Service in Reading and Math
- _____ Service in Intellectually Gifted
- _____ Enrollment in Honors Courses (9-12)
- _____ Enrollment in AP Courses (9-12)
- _____ Dual Enrollment (9-12)

If you have any questions, please contact _____
(AIG Facilitator)

At _____ School at _____.

Please indicate your choice with a check below:

_____ I agree for my child to receive the services indicated above in the AIG Program.

_____ I do not agree for my child to receive services in the AIG Program.

_____/_____/_____

(Parent Signature)



**Hoke County Schools
Academically/Intellectually Gifted Program
Differentiated Education Plan
Grades K-5**



Student _____ DOB _____ Student I.D. # _____

School _____ Grade _____ Area(s) of Identification _____

Strengths:

Needs:

School Site Team Recommendations: These placement decisions should be based on the student's needs related to specific criteria for each service option

Service Options (Check all that are appropriate):

Learning Environment	Content Modification	Special Programs/Talent Development
<input type="checkbox"/> In-class flexible grouping <input type="checkbox"/> Cluster Grouping of Gifted Children <input type="checkbox"/> Resource Support <input type="checkbox"/> Subject Skipping <input type="checkbox"/> Subject Acceleration <input type="checkbox"/> Academic Leveling <input type="checkbox"/> Intra-team Grouping <input type="checkbox"/>	<input type="checkbox"/> Learning Centers <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Padeia Seminars <input type="checkbox"/> Advanced Content <input type="checkbox"/> Independent/Group learning contracts <input type="checkbox"/> Guidance Counselor Services <input type="checkbox"/> Technology Infusion <input type="checkbox"/> Remediation Services <input type="checkbox"/> Thematic Units <input type="checkbox"/> Mentoring <input type="checkbox"/> Differentiated Units	To include, but not limited to: <input type="checkbox"/> Independent Projects <input type="checkbox"/> Mentor Program <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Math Olympiads <input type="checkbox"/> Thinking Cap Quiz Bowl <input type="checkbox"/> STEM <input type="checkbox"/> Math Superstars <input type="checkbox"/> Science Fair <input type="checkbox"/> Speech and Debate <input type="checkbox"/> Clubs and organizations
GIT Members:		

DEP Developed (Date) _____

DEP Reviewed _____

I agree for my child to participate in the differentiated service options as outlined on this Differentiated Education Plan. I understand that in order for my child to receive these differentiated services, he/she must maintain achievement Level IV in the area of identification. If my child scores below Level IV in his/her area of identification, an IDEP will be developed and a parent conference will be required.

Parent/Guardian Signature: _____ Date: _____



**Hoke County Schools
Academically/Intellectually Gifted Program
Differentiated Education Plan
Grades 6-8**



Student _____ DOB _____ Student I.D.# _____

School _____ Grade _____ Area(s) of Identification _____

<p>Strengths:</p> <p>Needs:</p>
--

School Site Team Recommendations: These placement decisions should be based on the student's needs related to specific criteria for each service option
Service Options (Check all that are appropriate):

Learning Environment	Content Modification	Special Programs/Talent Development
<input type="checkbox"/> In-class flexible grouping <input type="checkbox"/> Cluster Grouping of Gifted Children <input type="checkbox"/> Resource Support <input type="checkbox"/> Subject Skipping <input type="checkbox"/> Subject Acceleration <input type="checkbox"/> Academic Leveling <input type="checkbox"/> Intra-team Grouping <input type="checkbox"/> Grade Acceleration	<input type="checkbox"/> Independent Studies <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Learning Centers <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Computer-based Instruction <input type="checkbox"/> Independent/Group Learning Contracts <input type="checkbox"/> Padeia Seminars <input type="checkbox"/> Advanced Content <input type="checkbox"/> Independent Studies <input type="checkbox"/> Thematic Units <input type="checkbox"/> Remediation Services <input type="checkbox"/> Differentiated Units <input type="checkbox"/> Guidance Counselor Services <input type="checkbox"/> Technology Infusion	<p>To include, but not limited to:</p> <input type="checkbox"/> Clubs and Organizations <input type="checkbox"/> Mentorships <input type="checkbox"/> Battle of the Books <input type="checkbox"/> Math Olympiads <input type="checkbox"/> Independent Projects <input type="checkbox"/> Speech and Debate <input type="checkbox"/> Quiz Bowl <input type="checkbox"/> STEM <input type="checkbox"/> Science Fair <input type="checkbox"/> Other
GIT Members		

DEP Developed (Date) _____ DEP Reviewed _____

I agree for my child to participate in the differentiated service options as outlined on this Differentiated Education Plan. I understand that in order for my child to receive these differentiated services, he/she must maintain achievement Level IV in the area of identification. If my child scores below Level IV in his/her area of identification, an IDEP will be developed and a parent conference will be required.

Parent/Guardian Signature: _____ Date: _____



Hoke County Schools
Academically/Intellectually Gifted Program
Differentiated Education Plan
Grades 9-12



Student _____ DOB _____ Student I.D.# _____

School _____ Grade _____ Area(s) of Identification _____

Strengths:

Needs:

School Site Team Recommendations: These placement decisions should be based on the student's needs related to specific criteria for each service option

.Service Options (Check all that are appropriate):

Learning Environment	Content Modification	Special Programs/Talent Development
<input type="checkbox"/> Honors Courses <input type="checkbox"/> Advanced Placement Classes <input type="checkbox"/> Mentorships <input type="checkbox"/> Independent Study Course <input type="checkbox"/> Dual Enrollment <input type="checkbox"/> Early Admission <input type="checkbox"/> Special Schools <input type="checkbox"/> Early Graduation	<input type="checkbox"/> Learning Centers <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Computer-based Instruction <input type="checkbox"/> Padeia Seminars <input type="checkbox"/> Advanced Content <input type="checkbox"/> Independent Studies <input type="checkbox"/> Differentiated Units <input type="checkbox"/> Guidance Counselor Services <input type="checkbox"/> Technology Infusion <input type="checkbox"/> Remediation	To include, but not limited to: <input type="checkbox"/> Special Opportunities <input type="checkbox"/> Clubs and Organizations <input type="checkbox"/> Independent Projects <input type="checkbox"/> Service Projects <input type="checkbox"/> Other

GIT Members:

DEP Developed (Date) _____ DEP Reviewed _____

I agree for my child to participate in the differentiated service options as outlined on this Differentiated Education Plan. I understand that my child must enroll in AP/Honors/Accelerated courses in order to receive differentiated services. If a student is not enrolled in AP/Honors/Accelerated courses in his/her area of identification, an IDEP will be developed for one year. If the student does not enroll in an AP/Honors/Accelerated course the second year, he/she will not be considered in need of differentiated services.

Parent/Guardian Signature: _____ Date: _____

Distrito Escolar del Condado de Hoke
PROGRAMA DE EDUCACIÓN PARA ALUMNOS CON
CAPACIDADES Y APTITUDES SOBRESALIENTES
Plan de Educación Diferenciada Grados K-5^{to}

Estudiante _____ Fecha Nacimiento _____ #NC WISE _____
 Escuela _____ Grado _____ Área Identificada _____

Fortalezas:

Áreas en mejoramiento:

Recomendaciones del Equipo Local de la Escuela: La clasificación del estudiante debe ser basada según las necesidades del estudiante en relación a los criterios específicos de cada Opción de Servicio.

Opción de Servicios (Marque todas las que correspondan)

ENTORNO DEL APRENDIZAJE	CONTENIDO DE LAS MODIFICACIONES	PROGRAMAS ESPECIALES/ DESARROLLO DE TALENTO
<input type="checkbox"/> Agrupación Flexible Dentro del Salón de Clases Regular <input type="checkbox"/> Clases de Estudiantes Talentosos fuera del Salón de Clase Regular (Clúster) <input type="checkbox"/> Servicios de Recursos <input type="checkbox"/> Aceleración de Materias <input type="checkbox"/> Promoción de Grado <input type="checkbox"/> Nivelación Académica	<input type="checkbox"/> Tareas Estratificadas <input type="checkbox"/> Centros de Aprendizaje <input type="checkbox"/> Estudios Independientes <input type="checkbox"/> Currículo Sintetizado Intenso <input type="checkbox"/> Contratos de Estudio Independientes o en Grupos <input type="checkbox"/> Seminarios Padeia <input type="checkbox"/> Clases de Contenido Avanzado <input type="checkbox"/> Unidades Temáticas <input type="checkbox"/> Servicios Remediativos <input type="checkbox"/> Orientación Académica <input type="checkbox"/> Inmersión Tecnológica <input type="checkbox"/> Otro:	Incluso, pero no limitado a: <input type="checkbox"/> Mini-Cursos <input type="checkbox"/> Programa de Mentor <input type="checkbox"/> Battle of the Books (Guerra de los Libros) <input type="checkbox"/> Olimpiadas Matemáticas <input type="checkbox"/> Liga Matemáticas Continental <input type="checkbox"/> Otro:

Miembros del Equipo de Identificación de Estudiantes Talentosos/RCT:

DEP (Plan de Educación Diferenciada)

Fecha: _____ Fecha Revisión DEP _____

Estoy de acuerdo con que mi niño participe de los servicios del Plan de Educación Diferenciada. Entiendo que para que mi niño recibir dichos servicios debe mantener un Nivel IV de desempeño académico en el área identificada. De mi niño obtener un nivel menor de IV en dicha área, se desarrollará un Plan Individual de Educación Diferenciada y se me llamará a una reunión para informarme de posibles cambios.

Firma del Padre/Tutor Legal _____ Fecha _____

Distrito Escolar del Condado de Hoke
**PROGRAMA DE EDUCACIÓN PARA ALUMNOS CON
 CAPACIDADES Y APTITUDES SOBRESALIENTES**
 Plan de Educación Diferenciada Grados 6to-8vo

Estudiante _____ Fecha Nacimiento _____ #NC WISE _____
 Escuela _____ Grado _____ Área Identificada _____

Fortalezas:

Áreas en mejoramiento:

Recomendaciones del Equipo Local de la Escuela: La clasificación del estudiante debe ser basada según las necesidades del estudiante en relación a los criterios específicos de cada Opción de Servicio.

Opción de Servicios (Marque todas las que correspondan)

ENTORNO DEL APRENDIZAJE	CONTENIDO DE LAS MODIFICACIONES	PROGRAMAS ESPECIALES/ DESARROLLO DE TALENTO
<input type="checkbox"/> Agrupación Flexible Dentro del Salón de Clases Regular <input type="checkbox"/> Clases de Estudiantes Talentosos fuera del Salón de Clase Regular (Clúster) <input type="checkbox"/> Servicios de Recursos <input type="checkbox"/> Subgrupos dentro del salón de clases regular <input type="checkbox"/> Aceleración de Materias <input type="checkbox"/> Promoción de Grado	<input type="checkbox"/> Estudios Independientes <input type="checkbox"/> Tareas Estratificadas <input type="checkbox"/> Centros de Aprendizaje <input type="checkbox"/> Currículo Sintetizado Intenso <input type="checkbox"/> Contratos de Estudio Independientes o en Grupos <input type="checkbox"/> Seminarios Padeia <input type="checkbox"/> Clases de Contenido Avanzado <input type="checkbox"/> Unidades Temáticas <input type="checkbox"/> Servicios Remediativos <input type="checkbox"/> Orientación Académica <input type="checkbox"/> Instrucción basada en sistemas de informática <input type="checkbox"/> Unidades Diferenciadas	Incluso, pero no limitado a: <input type="checkbox"/> Clubes y Organizaciones <input type="checkbox"/> Programa de Mentor <input type="checkbox"/> Proyectos Independientes

Miembros del Equipo de Identificación de Estudiantes Talentosos/RCT:

DEP (Plan de Educación Diferenciada)

Fecha: _____ Fecha Revisión DEP _____

Estoy de acuerdo con que mi niño participe de los servicios del Plan de Educación Diferenciada. Entiendo que para que mi niño recibir dichos servicios debe mantener un Nivel IV de desempeño académico en el área identificada. De mi niño obtener un nivel menor de IV en dicha área, se desarrollará un Plan Individual de Educación Diferenciada y se me llamará a una reunión para informarme de posibles cambios.

Firma del Padre/Tutor Legal _____ Fecha _____

Distrito Escolar del Condado de Hoke
PROGRAMA DE EDUCACIÓN PARA ALUMNOS CON
CAPACIDADES Y APTITUDES SOBRESALIENTES
Plan de Educación Diferenciada Grados 9no-12mo

Estudiante _____ Fecha Nacimiento _____ #NC WISE _____
 Escuela _____ Grado _____ Área Identificada _____

Fortalezas:

Áreas en mejoramiento:

Recomendaciones del Equipo Local de la Escuela: La clasificación del estudiante debe ser basada según las necesidades del estudiante en relación a los criterios específicos de cada Opción de Servicio.

Opción de Servicios (Marque todas las que correspondan)

ENTORNO DEL APRENDIZAJE	CONTENIDO DE LAS MODIFICACIONES	PROGRAMAS ESPECIALES/ DESARROLLO DE TALENTO
<input type="checkbox"/> Clases de Honor <input type="checkbox"/> Colocación de Clases Avanzadas <input type="checkbox"/> Programa de Mentor <input type="checkbox"/> Admisión Suplemental <input type="checkbox"/> Curso de Estudios Independientes <input type="checkbox"/> Clases Universitarias a la par con clases regulares (Dual Enrollment) <input type="checkbox"/> Clases Pre-Universitarias <input type="checkbox"/> Escuelas Especiales <input type="checkbox"/> Graduación Temprana	<input type="checkbox"/> Centros de Aprendizaje <input type="checkbox"/> Currículo Sintetizado Intenso <input type="checkbox"/> Tareas Estratificadas <input type="checkbox"/> Instrucción basada en sistemas de informática <input type="checkbox"/> Contratos de Estudio Independientes o en Grupos <input type="checkbox"/> Seminarios Padeia <input type="checkbox"/> Clases de Contenido Avanzado <input type="checkbox"/> Estudios Independientes <input type="checkbox"/> Unidades Diferenciadas <input type="checkbox"/> Orientación Académica <input type="checkbox"/> Inmersión en Tecnología <input type="checkbox"/> Servicios Remediativos	Incluso, pero no limitado a: <input type="checkbox"/> Oportunidades especiales <input type="checkbox"/> Clubes y Organizaciones <input type="checkbox"/> Programa de Mentor <input type="checkbox"/> Proyectos Independientes

Miembros del Equipo de Identificación de Estudiantes Talentosos/RCT:

DEP (Plan de Educación Diferenciada)

Fecha Revisión DEP _____

Fecha: _____
 Estoy de acuerdo con que mi niño participe de los servicios del Plan de Educación Diferenciada. Entiendo que para que mi niño debe matricularse en Clases de Colocación Avanzada(AP)/Clases de Honor/Cursos de Avance para poder obtener los servicios diferenciados. Si el estudiante no se matricula en clases mencionadas en el área identificada, se desarrollará un Plan Individual de Educación Diferenciada por un año. Si el estudiante no se matricula en clases mencionadas para el segundo año, no será considerado para recibir los servicios diferenciados.

Firma del Padre/Tutor Legal _____

Fecha _____



**Hoke County Schools
Academically/Intellectually Gifted Programs
Maintenance Criteria/Warning/Exit Form**



Name: _____ School _____
Teacher: _____ Grade: _____ I.D. # _____

3-8 Maintenance Criteria

Identified AIG students are expected to maintain at least a "B" average throughout the school year and make a Level IV on the End of Grade Test(s) in the area (s) of their exceptionality. Those who fall below this level will receive a warning the first year. If the student fails to maintain at least a "B" average throughout the school year or falls below Level IV on the EOG, an IDEP will be developed. If no improvement is made the following year, he/she will no longer be eligible for differentiated services and could be removed from the AIG cluster.

9-12 Maintenance Criteria

Identified AIG students are expected to enroll in and maintain at least a "B" average throughout the school year and make a Level IV in AP/Honors/Accelerated courses in their area(s) of identification. If the student does not maintain at least a "B" average throughout the school year or falls below a Level IV on EOC in their subject area(s) of identification, an IDEP will be developed. If no improvement is made the following year, he/she will no longer be eligible for differentiated services and could be removed from the AIG cluster.

Check the appropriate area:

_____	Student placed on warning. Date: _____ Date: _____	EOG Score: _____ Student did not enroll in AP/Honors/ Accelerated courses in area(s) of identification.
_____ _____	Parent Contacted Parent Conference	Date: _____ Date: _____
_____	Attached Invitation to Conference	
Gifted Identification Team _____ _____ _____ _____		Date of Decision _____

_____	Student exited from AIG Program; student is no longer in need of differentiated services. Date: _____ Date: _____	EOG Score: _____ Student did not enroll in AP/Honors/ Accelerated courses in area(s) of identification.
_____ _____	Parent Contacted Parent Conference	Date: _____ Date: _____
_____	Attached Invitation to Conference	
Gifted Identification Team _____ _____ _____ _____		Date of Decision _____



Hoke County Schools
Academically/Intellectually Gifted Program
Individualized Differentiated Education Plan
(IDEP)



Student Name: _____ Grade: _____

School: _____ Year: _____

Strengths:

Needs:

Plan for Services:

Person Responsible for Delivery of Services: _____

Evaluation/ Assessment: _____

Recommendation for the following year:

AIG Cluster Teacher Signature/Date _____

AIG Facilitator Signature/Date: _____

Parent Signature/Date: _____

Student Signature/Date: _____



Hoke County Schools' AIG Program



Pathways to Identification

Student Name: _____

Pathway 1 Academically Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement Score	90%		
Ability Score	90%		
Subject Grade Or Characteristics Checksheet*	A Clear Need for Services		
Meets criteria through Pathway1?	Yes or No		

Pathway 2 Academically Gifted (Two achievement or two ability scores)

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement Score	90%		
Ability Score	90%		
Subject Grade Or Characteristics Checksheet*	A Clear Need for Services		
Meets criteria through Pathway2?	Yes or No		

Pathway 3 Academically Gifted in Math or Academically Gifted in Reading

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement or ability score + Achievement or ability score	180		
Subject grade OR Characteristics checksheet*	A Clear need for services		
Meets criteria through Pathway 3?	Yes or No		

Pathway 4 Academically and Intellectually Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement score	95%-97%		
IQ/Ability score	95%-97%		
Pathway 4?	Yes or No		

Pathway 5 Intellectually Gifted

<u>Criterion</u>	<u>Measure</u>	<u>Student's Reading</u>	<u>Student's Math</u>
Achievement score	98%+		
IQ/Ability score	98%+		
Pathway 5?	Yes or No		

Pathway 6: Allows students to demonstrate a wide variety of strengths, talents, and interests across multiple subject areas. This collection of student work should represent comprehensive student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum. In order for students to qualify in this pathway students must first demonstrate mastery on an approved NC assessment (EOG or EOC) (90th percentile or higher for EOG/EOG). In addition, students also must demonstrate effective mastery in regular education classes in reading and math. (no grades on report cards lower than an 80). For 2nd grade students their MCLASS and benchmark assessments will be used. (70 % or higher on HCS benchmark assessments and blue level (90%) for MCLASS). For ELL students, Access Testing scores will be used to determine eligibility (Level 4 or higher). Students also must demonstrate effective mastery of regular education classes in reading and math. (no grades on report cards lower than 80). Finally, students must submit a portfolio.

The comprehensive student portfolio material should include:

- a purposeful collection of work samples from each of the learning areas that stretch over a designated period of time
- samples of work from each subject area
- writing samples including plans and draft copies
- open-ended tasks such as Science and/or Mathematics Investigations
- student self-reflection
- photographs to capture positive learning experiences such as collaboration with peers
- goals and targets
- certificates and awards
- class assessment data
- summative assessment products

A comprehensive student portfolio will provide an instant and much-needed snapshot of individual strengths and areas that require consideration. The district will create and use a rubric to evaluate the quality and/or authenticity of the compiled student's portfolio. In addition to providing a student portfolio, students are required to participate in a panel interview combined with assessment scores (EOG, EOC, 2nd grade assessments, and Access Testing).

Pathway 6: (Academically Gifted in Math or Academically Gifted in Reading)

One Achievement or One Ability Score +

Portfolio

Plus Subject Grade B+ OR

Characteristics Checklist - Clear Need for Service

Pathway 7 AIG Transfer Students

Pathway 7 is assessed when a gifted student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for military children transfers to HCS.

Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the area(s) of language arts and/or mathematics.

*Characteristics checklist completed by teacher

<u>Achievement Tests</u>	<u>ABILITY/IQ TESTS</u>
Iowa Tests of Basic Skills (ITBS)	Otis-Lennon School Ability Test (OLSAT)
Terra Nova	Naglieri Nonverbal Ability Test (NNAT)
Diagnostic Assessment Battery	Cognitive Abilities Test (CogAT)
Woodcock-Johnson III	Woodcock-Johnson III-Test of Cognitive Abilities (Extended Version)
Stanford Binet Intelligence Scale, 5 th edition, (SB5; Full Scale IQ)	WISC-IV
TERA- Test of Early Reading Ability	
TEMA- Test of Early Math Ability	

Observation Checklists/Inventories

To assist teachers with recognizing and documenting students' needs based on classroom behavior, Hoke County AIG Program has selected the following checklists/inventories:

- Slocumb-Payne Teacher Perception Inventory, A Rating Scale for Students from Diverse Backgrounds from the book, Removing the Mask: Giftedness in Poverty by Paul D. Slocumb and Ruby K. Payne, Aha! Process Inc., 2000 (*This scale will be used as Slocumb and Payne suggest to determine students demonstrating a Clear Need for services.*)
- Rogers Teacher Inventory of Learning Strengths (TILS) from the book, Reforming Gifted Education by Karen B. Rogers Great Potential Press, Inc., 2002 (*The inventory will be used as Karen Rogers suggests to determine students demonstrating a Clear Need for services.*) *Other Rogers' forms we will use: Parent Inventory for Finding Potential and Attitudes About School and Learning*
- At the high school level in lieu of the checklists, students who have not been identified in prior grades should have a letter of recommendation from specific content teachers that addresses students' motivational characteristics, performance and/or achievement, demonstration of interest, creativity, and/or potential leadership.



Hoke County Schools Academically/Intellectually Gifted Program Individual Student Eligibility Record



Student _____ Gender _____ Race _____ Grade _____ DOB _____

School _____ Homeroom Teacher _____ ID# _____

This process reflects the use of multiple indicator of giftedness to be considered in the eligibility for services decision. Check relevant areas and attach appropriate documentation for the school team to review.

Date Submitted: _____ Date Reviewed: _____	Moderate Need	Clear Need	Extreme Need
Does the observation indicate evidence for differentiation? Which academic area(s) indicate needed services? Reading _____ Math _____ Other _____ • Reading End-of-Grade _____ Date: _____ • Math End-of-Grade _____ Date: _____ • Writing _____ Date: _____			
Does classroom performance indicate a need for differentiation? • ELA Grade: _____ • Math Grade: _____ • Other Grade: _____ • Portfolio of work samples _____	Moderate (Bs)	Clear (A-B)	Extreme (All As)
Motivation to learn/ Written (Attached) Interest Survey/Written (Attached) Parent Survey/Input (Attached)			
Review of available standardized achievement scores: • Test: _____ Date: _____ • Test: _____ Date: _____ • Test: _____ Date: _____	85-89 %	90-94%	95-99%
Review of available standardized aptitude scores: • Test: _____ Date: _____ • Test: _____ Date: _____ • Test: _____ Date: _____	85-89%	90-94%	95-99%
If there is clearly an intense need for differentiation, the team may make a decision now. If not, List the information which is needed: Additional Information: _____ _____			
School Site Decision: _____ No services recommended at this time. _____ Watch for indications of need (Eligibility Record will be reviewed next year). _____ Differentiated services recommended in the area of Math _____ Reading _____ Other _____ Additional services recommended in the following areas Math _____ Reading _____ Other _____			
Gifted Identification Team Members: _____ _____ _____			
Copy: student AIG Folder/Parent			



Hoke County Schools Academically/Intellectually Gifted Program Invitation to Conference



Student Name: _____ Date Sent: _____

School: _____ School Phone: _____

Dear Parent:

The School Gifted Identification Team has completed the review of your child's academic strengths and needs.

The Gifted Identification Team invites you to a meeting to:

_____ Explain the results of the review.

_____ Explain the results of the review and discuss the **Differentiated Education Plan (DEP)** recommended for your child.

_____ Review the **DEP**.

_____ Review the **Maintenance Criteria**.

Meeting:

Day: _____

Date: _____

Place: _____

Sincerely,

(GIT Chairperson/AIG Facilitator)

Parent Signature: _____ Date: _____

Comments:

Please sign and return the top copy to the GIT Chairperson/AIG Facilitator.



Hoke County Schools
AIG Program
Unable to Conference Forms



Dear _____
(Parent)

Date: _____

Re: _____
(student)

Enclosed are your child's Differentiated Education Plan (DEP) and AIG Program Parent/Guardian Consent for Initial Placement forms. These forms are being sent home since we were unable to set up a conference, as we discussed during our phone conversation on _____. Please sign both documents and return them to school. Once received, I will send a copy back to you. Service cannot begin until these forms are signed and returned. If you have any questions or concerns, please feel free to contact me at _____. Thank you for giving this your prompt attention.

(AIG Facilitator)

(School)



Academically/Intellectually Gifted End of Year AIG Record Transfer



School Name: _____ School Year: _____ Page ____ of _____

Record Number	Last Name	First Name	MI	Race	Sex	Grade	HS Plan In Folder
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

Person receiving AIG folders must verify by signing below. Do not accept folders with incomplete information. A red folder containing the "Aptitude Testing Data Sheet" should accompany the red AIG identification folders. (Person transferring records should file a signed copy of this form and forward a signed copy to the AIG Director.

Records Received by: _____
 Receiving School: _____
 Records Transferred by: _____
 Sending School: _____

Date: _____
 Date: _____



Student Conference Record AIG Program



Student _____ School _____

Conference Date: _____
Summary:

AIG Teacher _____ Student _____

Conference Date: _____
Summary:

AIG Teacher _____ Student _____

Conference Date: _____
Summary:

AIG Teacher _____ Student _____



Hoke County Schools'
AIG Program 2022-2025
GIT Minutes Recording Form

School: _____

Date: ____ / ____ / ____

Lined area for recording minutes.

GIT Members Present:

Two sets of lines for listing members present.

Hoke County Schools

Pasos del Proceso Legal

De Acuerdo a 10 *Academical* Intelectual A avanzado
Blegibilidad, Determinacion y Decision de Srvicios.

Las metas, objetivos, y las opciones del servicio del Programs de Educaci6n Avanzado del Condado de Hoke deben comunicarse claramente a los padres. En caso que el pariente/guardian t10 este de acuerdo con la decisi6n, se espera que cualquier problema se pueda resolver a nivel local,

Los siguientes pasos se debeu seguir para resolver cualquier desacuerdo.

Step I: Apelaci6n al Grupo Identificador Avanzado de la Escuela

1. El padre /guardian puede pedir una conferencia con el Grupo Identificador de Avanzados en la escuela del nifio. Esta peticion se debe hacer por escrito. Se le debe dar una oportunidad amplia (10 dfas) al Grupo Identificador de Avanzados para que reuna todos los miembros para la conferencia.
2. En esta conferencia, el expediente del individuo estudiante se examinara y se discutira, La informacion que se usara para determinar la elegibilidad de las opciones de los servicios prestados deb en ser revisadas con el pariente/guardian. Si es necesario el Grupo Identificador de Avanzados le puede preguntar ala maestra del nino por mas documentacion, acerca de las caracteristicas y logros del estudiante.
3. En esta conferencia toda la informacion es compartida con el pariente/guardian, y los minutos han sido documentados en el formulario del Grupo Identificador de Avanzados, y se ha tomado la firma de los que han estado en vueltos,
4. Despues de la conferencia, el grupo Identificador de Avanzados respondera al padre/guardian cualquier mal entendido por escrito dentro de 10 dfas de la conferencia.

Step II: Apelaci6n a Nivel del Director de la Escuela del nino

1. El padre/guardian puede apelar la decision del grupo Identificador Avanzado a nivel del Director de la Escuela. Esto se debe hacer por escrito dentro de 10 dias de la decision tomada por el grupo identificador avanzado, El director debe fijar la fecha para una conferencia dentro de 10 dfas de haber recibido la peticion. El director del grupo identificador de avanzados y la maestra del nino pueden ser invitados a esta conferencia junto con el pariente/guardian.
2. El director de la escuela debe revisar si hay problemas. Durante la conferencia, el/ella puede pedirle mas informacion a la maestra del nino, al grupo identificador de avanzados o a los padres. Los minutos seran documentados en el formulario de minutos del Grupo Identificador de Avanzados y se obtendran firmas de los presentes.
3. El director debe responder por escrito en un termino de 10 dfas despues de la conferencia.

Step III: Apelacion al Director del Programa Academico de Avanzados y el Consejero Academico de Avanzados.

1. El padre o guardian puede apelar la decision del Director de la Escuela al director Del Programa Academico de Avanzados y a los Consejeros del Programa Acad6mico de Avanzados. Esta peticion se debe hacer por escrito dentro de 10 dfas de la decision del Director de la Escuela.

Favor de someter su apelaci6n a: Mr. Linden Cummings

Hoke County Schools

P.O. Box 370

Raeford, N.C. 28376

2. El Director del Programa Academico de Avanzados y el Consejero del Programa Academico de Avanzados revisara los problemas, y durante la conferencia con el padre o guardian del nifio, ellos pueden pedirle mas informacion a la maestra del nifio, al grupo identificador, al padre o guardian, y al director de la escuela, Los minutos seran documentados en el formulario de minutos del Grupo Identificador de Avanzados y se tomara la firma de los presentes.
3. El Director del Programa Academico de Avanzados debe responder por escrito a los problemas dentro de un termino de 10 dfas despues de la conferencia,

Step IV: Apelación al SuperIntendente

1. El padre o guardián puede apelar por escrito al Superintendente dentro de 10 días de la decisión del Director del Programa Académico Avanzado y del Consejero de Identificación Avanzado.

Favor de someter su apelación a:

SuperIntendente
Hoke County Schools
P.O. Box 370
Raeford, N.C. 28376

Esta conferencia debe hacerse dentro de 10 días de haber recibido la petición de la apelación.

2. El Superintendente revisará los problemas. Durante la conferencia con el padre o guardián, el padre o guardián puede pedirle más información a la maestra del niño, al grupo identificador, los padres del niño, al director de la escuela, también al Director del Programa Académico de Avanzados y al Consejero del grupo de identificación Académico. Los minutos de esta conferencia serán documentados en el formulario del grupo de identificación y se obtendrán firmas de los presentes.
3. El Superintendente debe responder por escrito a los problemas, en un término de 10 días de la Conferencia.

A este punto, el Superintendente puede pedir un mediador para resolver el problema. Esto se debe hacer con un mediador imparcial,

Step V: Apelación al Comité de Educación Local

1. El padre o guardián puede apelar por escrito la decisión del Superintendente dentro de 10 días al Comité de Educación Local. Esta apelación se debe hacer por escrito.

Favor de someter su apelación a:

Hoke County Board of Education
P.O. Box 370
Raeford, N.C. 28376

Esta solicitud se debe hacer el lunes antes de la fecha a la próxima reunión del comité. Para poder poner la apelación en la agenda.

2. El Comité revisará los problemas. El Comité puede solicitar más información a la maestra del niño, al Grupo de Identificación, a los padres, al director de la escuela y al Director del Programa Académico de Avanzados, al Consejero de identificación, y al Superintendente. Durante esta reunión, los minutos serán documentados en el formulario del grupo de identificación y se obtendrán firmas de los presentes.
3. El Comité debe hacer la decisión final por escrito dentro de 30 días de haber recibido la queja por escrito.

Step VI: Pasos para las Quejas a Nivel Estatal

Una vez que todos los esfuerzos se hayan agotado dentro del sistema, los padres o guardianes pueden solicitar una disputa para un caso de audiencia de acuerdo con el Artículo 3 del Capítulo 150B del Decreto General, y el Acto de Procedura Administrativa de Carolina del Norte.

Los asuntos para revisar deben ser limitados a:

1. Si el sistema incorrectamente falló en determinar la elegibilidad de los servicios dentro del programa avanzado de educación.
2. Si el sistema implementó y proporcionó los servicios indicados dentro del plan diferente de educación avanzada.

Después de la audiencia, el juez administrativo de la ley debe ejecutar la decisión final. El juez administrativo de la ley debe dar una copia del fallo escrito y de la decisión, a los participantes y al Superintendente del Estado de instrucción Pública.



Hoke County Schools
Academically/Intellectually Gifted Program
Checklist for AIG Folders



AIG Facilitator: Please check the forms that are included in this red AIG folder.

Student: _____

- _____ Referral for Gifted Services
- _____ AIG Data Record
- _____ Consent for Evaluation (signed by parent/guardian)
- _____ Differentiated Education Plan
- _____ Consent for Initial Placement (signed by parent/guardian)
- _____ AIG Program Service Determination Meetings (minutes)
- _____ Individualized Differentiation Education Plan
- _____ Other: _____

Gr. 3: Year _____ School _____ AIG Facilitator _____

Gr. 4: Year _____ School _____ AIG Facilitator _____

Gr. 5: Year _____ School _____ AIG Facilitator _____

Gr. 6: Year _____ School _____ AIG Facilitator _____

Gr. 7: Year _____ School _____ AIG Facilitator _____

Gr. 8: Year _____ School _____ AIG Facilitator _____

