

Overview: Mission/Vision Statement and Funding

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Yancey County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Yancey County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The Academically Intellectually Gifted Program of Yancey County is a comprehensive K-12 plan which adheres to the county's mission statement: Yancey County Schools strive to provide a safe and nurturing environment to empower all students to achieve their full potential as life-long learners and global citizens.

The Academically Intellectually Gifted Program is committed to providing an equitable nd pragmatic array of services appropriate for meeting the needs of the academically / intellectually gifted population of Yancey County.

While committed to meeting the educational needs of all students, the Yancey County Academically Intellectually Gifted program strives to ensure that students from all cultural groups, economic strata, and areas of human endeavor be considered for representation in the Academically Intellectually Gifted Program.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 116,826.00	* \$ 1,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

The AIG Specialist is in each elementary school for grades K-5 on a weekly basis and is readily available for consultation, collaboration, qualitative observations and quantitative screening with regard to both screening and referral processes.

Information relating to both screening and referral processes that lead to identification for K-12 are as follows:

Yancey County Schools AIG Screening Processes

- Grade 2: The Yancey County Schools AIG program will be implementing a CogAT online assessment test to all second-grade students beginning in the spring of 2023. This test will be used for screening and identification purposes.
- Grade 3: Student BOG scores are screened by the AIG specialist and classroom teachers.
- Grades 4 - 5: The AIG Specialist collects and screens the Reading and Math EOG scores from each of the elementary schools. A pool of candidates is created including 3rd grade Talent Search students, students who have been referred, and students scoring at or above a level 5. ESL, EC and school counselors are also consulted in regard to potential AIG students to help reduce bias in the selection process. Note: In 2020, the third grade Talent Search program was extended to include 4th and 5th grade students due to the suspension of state assessments during the

Covid-19 lockdowns to assure AIG services were provided to any potential AIG students. Teachers, the AIG coordinator and AIG specialist collaborated to develop and adjust the Talent Search evaluation criteria during this time period. Students are initially screened by evaluating the following criteria: student BOG achievement scores of a high 4 or 5, Case 21 Lexile scores in the 900-1000 range for reading, a NC Check-In screener for math and a giftedness checklist (provided by the AIG specialist). Referral forms are then filled out by the classroom teacher and evaluated by the AIG specialist. Parents are informed in a written letter of the teacher's recommendation. The AIG and Talent Search programs are also explained in the letter. The parent/guardian's signature of agreement for the student to participate in the programs is required.

- Grades 6 - 8: Students are screened by a team of middle school teachers including the AIG specialist at the beginning and end of each year to evaluate and recommend students for honors class placement. A teacher on the evaluation team at each grade level at both middle schools communicates with an AIG licensed teacher to identify students who meet AIG pathways or to recommend students for further evaluation. The referral process is discussed before each AIG headcount.
- High School: Students EOG/EOC scores are screened by the AIG specialist and classroom teachers. The Pre-ACT test is also utilized as a screener for AIG identification. Students scoring a 27+ are reviewed for further evaluation.

Yancey County Schools AIG Referral Processes

- While the AIG specialist is available for consultation throughout the year, the referral process is reviewed before each AIG headcount. Teachers and parents/guardians may refer any student in grades K -12 who demonstrate the need for advanced or accelerated curricula for AIG evaluation.
- Grades K-2: Teachers and/or parents/guardians are supplied, upon request, a gifted behavior checklist for referral purposes. This checklist provides a guideline for teachers and parents to understand characteristics and traits exhibited by gifted students. K-2 instructors and parents/guardians may refer students who demonstrate advanced and/or gifted traits to the AIG specialist for further evaluation. The AIG specialist screens student classroom performance, via qualitative observations, and may perform additional testing for screening and identification purposes and/or grade advancement. The AIG specialist can then make recommendations for advanced curriculum materials and teaching strategies to be used with students.
- Grade 3: Students can be referred by parents/guardians, the prior and current classroom teachers (including itinerant teachers, ESL, EC, or other teachers), and administrators to participate in AIG Talent Search enrichment activities. These referrals may lead to further testing and grade advancement or early AIG identification. In addition, at the end

of grade 3, parents/guardians are provided information on the AIG identification process for students in grades 4 and 5.

- Grades 4 - 12: All students may be referred to the AIG specialist by any teacher or faculty who works with the student, a student's parent/guardian, or the student may self-refer to participate in AIG and/or Talent Search enrichment activities.

*** Practice B**

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

To support multiple opportunities to reveal student aptitude, achievement or potential to achieve, K-3 teachers have access to an AIG specialist for consultative purposes. Primary students may be identified as gifted in grades K-3 in Yancey County if there is a body of evidence that indicates a need. The primary student should demonstrate an extreme need for differentiation before being considered for identification.

Primary K-3 students must meet the minimum requirements in all of the following:

- Demonstrate extreme need for differentiation as documented by the teacher through Problem Solver nurturing program activities and regular classroom performance.
- Score at the 96th percentile or above on a nationally normed IQ/aptitude test administered by a licensed psychologist
- Score at the 98th percentile or above in achievement for reading and/or math on a nationally normed test administered by a licensed psychologist.
- Produce work samples demonstrating mastery in reading and math.
- Be referred by a teacher(s).

If the county AIG team determines that the student does demonstrate an extreme need for differentiation, the student will be identified as AG (Academically Gifted). An Individualized Differentiation Plan (I-DEP) will be developed by the student's AIG specialist, classroom teacher(s), and parents/guardians. In addition, to provide further opportunity for

students who do not meet the identification criteria but demonstrate potential for achievement are served through a Talent Search group that meets weekly for enrichment activities after fall AIG testing is complete.

Students referred to the AIG specialist through the screening and referral process are evaluated using the following two pathways:

Pathway 1: (Three of the four criteria must be met.)

- Achievement (EOG) score of 95% (98% for AI) (Quantitative)
- Gifted scale score of 127+
- Academic performance of 93% in the past year.
- Aptitude (IQ) score of 91% (95% for AI), or pre-ACT test score of 26+ in reading or math.

Pathway 2: (Three of the five criteria must be met.)

- Achievement score (EOG) of 90%
- Gifted scale score of 127+
- Academic performance of 93% in the past year
- Aptitude (IQ) score of 91%
- Portfolio evaluation (given if two of the above criteria are met) Additional information kept in the AIG files includes test scores (optional) from Duke Tip.

Students in grades 4-5 are evaluated and identified for service by the AIG program through the multiple criteria in either of the two pathways.

Middle school students are selected for AIG identification and available services through Pathway 1. Students in grades 6-8 previously identified for AIG services are placed in honors classes for math and reading in seventh and eighth grades. Students are also placed in honors classes in sixth grade for math and reading when honors classes are offered. A middle school team of teachers evaluates all students for honors class placement.

For all students in grades 9-12, in addition to Pathway 1, pre-ACT scores are screened for scores of 26 or higher in reading or math. High school counselors are informed of eighth grade AIG and honors students prior to these students entering high school. High school students have the choice to self-select honors courses with the advisement of high school counselors and/or teachers.



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* **Practice C**

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

To ensure representation of under-represented populations, stakeholders from EL and EC are consulted in the referral and decision-making process. We use a multiple criteria approach that utilizes both traditional and non-traditional measures. Yancey County Schools AIG program uses nationally recognized cognitive ability/IQ tests and statewide achievement tests (EOG) to identify students. Upon referral, Yancey County Schools locally administers the CogAT (Cognitive Abilities Test) in grades 3-5 and/or the Naglieri IQ test for non-verbal (EL) students in grades K-5. This testing is also available to students in grades 6-12 upon request.

To further ensure all populations have equal access to identification, all second-grade students will be given a full battery online CogAT (Cognitive Abilities Test) beginning in the spring of 2023. Gifted Academic/Behaviors are included with 3rd-5th grade referrals. The EL Gifted Screening Instrument is used for culturally diverse students. Pools of recommended and referred students come from AIG staff, classroom teacher, EL and EC staff, or student. EL staff recommend any student that exits their program early and/or shows gifted characteristics. Recommendations are referred to the AIG specialist for further evaluation. Non-verbal tests are used for IQ evaluation. An EL teacher is asked to assist in any test where student will need translation to ensure he/she does their best. An informative letter and permission to test form is sent home to the parents/guardians in their native language.

* **Practice D**

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

Yancey County Schools employs one AIG coordinator and one specialist. They provide information and guidance for screening, referral, and identification to all elementary classroom teachers and administration and assist with middle school identification and screening.

The AIG specialist provides services all third through fifth grade Talent Search students and fourth and fifth grade identified students in their appropriate subjects according to the Local AIG plan. The AIG coordinator monitors the process of screening, referral and identification to ensure consistent implementation across the district.

AIG screening, referral and identification information is available to the middle school identification teams upon request. High school screening, referral, and identified processes are jointly provided by both the High School Identification team and the AIG specialist. Tests are administered by a trained and certified AIG specialist. Parents/guardians are invited to meet with the AIG specialist and review identification materials.

*** Practice E**

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

Yancey County Schools disseminates information on AIG screening, referral and identification to the community at large including parents/guardians, students and school personnel with the following practices:

- Classroom teachers share AIG information with parents/guardian at school meetings.
- Brochures, quick reference guides, and FAQs for parents/guardians and community members are available.
- The AIG specialist attends informational evenings at elementary schools to provide information about the AIG program.
- The school website includes information on AIG screening, referral and identification.
- The AIG specialist is available to host open interest meetings at district and school levels K-12.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This

Documentation is reviewed with parents/families and maintained in student records.

Once documents on an AIG candidate are obtained, the AIG specialist evaluates the scores and the description of the candidate indicated in the Giftedness scale inventory to determine how a student's needs will best be served. All decisions are based on the Multiple Pathways process to provide alternate means for a student to qualify for AIG services. Our county includes this information on each of the elementary school websites and will include this information on the county website under the Student Services page as well. We believe that we can and should provide this information in a variety of locations and forms to ensure that our processes are understood by all constituents.

Once records are collected and compiled for each student, the AIG specialist sends parents/guardians a letter explaining the process. The records are stored in locked file cabinets in an office at one of the elementary schools. Upon graduation from high school, the records are moved to locked file cabinets at the central office for a period of two years.

Parental/guardian forms are clear and consistent, providing parents/guardians information about the AIG program and services and detailing grievance processes. Parental/guardian consent forms are required for testing, identification, and services in the AIG program. On occasion, consent is granted by the parent/guardian via phone call and the AIG specialist's initials are signed with the phone call noted and dated. Additionally, parents/guardians may request an in-person meeting to review the identification process.

Survey results indicate that teachers, parents/guardians, and administrators are well informed of the district's identification process and service options. This information is provided to parents/guardians of AIG students on an annual basis and is available on each of the Yancey County School's websites.

Recognized AIG designations in Yancey County:

- AI - refers to students who qualify for both achievement standards and ability scores (I.Q.) in Communications and/or Math. - refer to pathways.
- AG - refers to students who qualify for Communications and Math based in part on achievement standards or a nationally normed ability verbal and quantitative scores. refer to pathways.
- AR - refers to students who qualify for Communications based on achievement standards or a nationally normed ability verbal score- refer to pathways.
- AM - refers to students who qualify for Math based on achievement standards or a nationally normed ability quantitative

score- refer to pathways.

AIG - refers to students who qualify based in part on and nationally normed ability nonverbal scores (I. Q. scores)

* Ideas for Strengthening the Standard

1. We are implementing a universal screener ability test to add to our quantitative screening data and to assist with identification and remove potential bias.
2. We are considering utilizing test data for the top 10 percent of ESSA Racial and Ethnic subgroups for screening and identification purposes.
3. We will be examining ways the middle school AIG licensed teacher will participate in AIG functions at the middle schools.
4. We are looking at ways to improve the AIG identification process in 6-8th grades. A system for AIG identification for middle school students is available through the multiple criteria in Pathway 1.
5. We will monitor the school websites to ensure AIG informational links have not been accidentally removed.

Planned Sources of Evidence

- * Information provided to AIG stakeholders on identification processes and procedures.
- * Documentation for identified AIG students
- * AIG District Website

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Yancey County Schools provides comprehensive services aligned to students' AIG identification. Currently there is one AIG coordinator and one AIG specialist in Yancey County Schools' AIG program who work with all stakeholders to support the county's efforts to meet the needs of AIG students.

Academic and intellectual needs of AIG students are met through a variety of methods such as: consultation, pull-out services, enrichment classes, whole class instruction, honors classes and advisory assistance to all grade level teachers. Services are aligned with students identified academic and intellectual needs. Elementary AIG students have an AIG specialist who collaborates with classroom teachers and other program or itinerant teachers to address their needs as well as to provide enrichment activities on a weekly basis directed to address AIG students in their area of identification.

Our K-2 program serves to assist teachers with differentiated learning and to provide resources and advice on accelerated learning strategies to address academic and intellectual needs of AIG students. For those students who are identified, an Individualized Differentiation Plan (I-DEP) is developed by the student's AIG specialist in collaboration with the classroom teacher(s), and parent/guardian.

Third grade Talent Search students are served in a small group setting after AIG identification of fourth and fifth grade AIG students is complete. The small group setting is provided weekly for these students to receive collaborative services based upon teacher recommendation and AIG Talent Search criteria. The AIG specialist also collaborates with regular classroom teachers to provide ideas, materials, and other resources as needed. A list of third grade Talent Search students is maintained as a pool for identification for future AIG identification.

Fourth and Fifth grade identified gifted students receive small group pull-out services and whole class honors services that directly address their academic and intellectual needs. Accelerated curriculum resources include units from the Center for Gifted Education – The College of William and Mary and Project M3 Gifted Math units from the University of Connecticut. DEP plans describe each student's identification and types of services.

Sixth grade AIG students are placed in an honors class in Language Arts and/or Mathematics. These students are also provided an advanced or an enrichment class weekly decided by the leadership of each school. Seventh and Eighth grade AIG students are placed in Language Arts and/or Mathematics Honors classes that are peer-grouped and provide an advanced curriculum on a daily basis.

High School students' needs are addressed by self-selected Honors, Advanced Placement, Career and College Promise, and NCSSM courses and through advisement and encouragement from counselors.



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*** Practice B**

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

All Yancey County Schools' teachers and counselors have received Youth Mental Health First Aid training. The high school has a Mental Health Counselor. The AIG specialist, classroom teachers, guidance counselors, and administrators meet as needed with students and/or parents/guardians to address social and emotional concerns of students. Student/counselor meetings that include AIG staff are held when requested or warranted. The AIG program has social and

emotional resources available to counselors, teachers, and administrators for support as needed. Social and emotional needs of K-12 gifted learners are served by their placement in appropriate learning environments, literature and discussion groups focusing on age appropriate social and emotional issues, and through school counseling services. Continuous communication occurs between the AIG staff and school counselors and teachers to help gifted learners.

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

Yancey County's AIG program is integrated into the total instructional program through school staff meetings, grade-level planning, adherence to the local AIG plan and any offered local staff development. High school and middle school administrators and counselors have access to consultation with the AIG specialist for assistance on understanding the local AIG plan and in meeting the needs of AIG students. The AIG specialist is available to meet with K-5 administration and classroom teachers to integrate gifted and regular classroom instruction, information, and practice. The AIG specialist also collaborates with classroom teachers to provide support and resources for enrichment and differentiation instruction that they can incorporate into their daily classroom instruction. The AIG specialist is available to meet with 6-12 grade level administration and counselors to provide information on differentiated instruction and best practices for AIG student instruction. AIG staff receives training on North Carolina's Common Core and Essential Standards and align their enrichment/lessons with the NCSCOS. In addition, the AIG coordinator serves on the Yancey County Schools' district Leadership Team and Curriculum Team.

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

All Yancey County schools use grouping strategies for our high ability students.

Of the four elementary schools in our county, two have an enrollment large enough to support multiple classes at the same grade level. Therefore, K-2 grade students are grouped for language arts within their classroom based on their reading levels. The AIG specialist is consulted by the classroom teachers when AIG students are not being successful or not

showing growth and need additional support. In third through fifth grade, AIG students at all schools are served based on their area of qualification for accelerated and/or enrichment activities.

In sixth through eighth grade, middle schools have implemented a weekly enrichment class. Seventh and eighth grade students are grouped into honors classes in reading and/or math. Additionally, the AIG specialist is available for consultation with school administration and teachers to enable each school to provide acceleration and/or enrichment activities for students based on the needs of each school.

High school AIG students self-select Honors, Advanced Placement, Career and College Promise, and NCSSM courses. Students also have the opportunity for Credit by Demonstrated Mastery.

*** Practice E**

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

Methods used to inform the total community about the local AIG program, differentiated services and instructions include:

- Each elementary school has an AIG classroom webpage that contains up-to-date activities and services for their gifted students.
- Letters are sent home to parents/guardians for third grade students providing information on enrichment services and an explanation of the AIG identification process.
- Periodic reports are sent home to parents/guardians for fourth and fifth grade identified students.
- The middle schools and high school websites have a link to the district-wide AIG webpage which provides a detailed description of AIG service delivery and program instruction.
- A link to the local AIG plan is posted on the school system's AIG webpage.
- The AIG specialist offers staff development on AIG program services and differentiation strategies at elementary school.

*** Practice F**

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services,

especially at key transition points.

The AIG specialist communicates with instructional staff, administrators and support personnel to share identification criteria, services offered and any pertinent information (K-12) regarding AIG services yearly and at all transition points.

Communication occurs through school-wide meetings, teacher meetings, and grade level meetings to ensure services are continued as students transition between grade levels and schools

Meetings are held with individual teachers, parents/guardians, administrators and AIG personnel, both within and from other counties, for AIG students transferring into the school system to ensure continued AIG services.

The AIG specialist communicates regularly with teachers to discuss the status of K-12 services and plan for service needs, especially at key transition points.

The AIG specialist communicates with K-2 teachers through informal meetings, grade-level meetings, schoolwide teacher meetings and individual meetings upon request to help classroom teacher meet the needs of younger gifted students. The AIG specialist also communicates with third, fourth and fifth grade classroom teachers through weekly informal meetings, grade level meetings, school wide teacher meetings regarding how gifted students are being serviced. The AIG specialist communicates with the middle school teachers regarding AIG students transitioning to middle school.

The AIG specialist communicates with high school administration and counselors on an "as needed" basis. Middle school AIG students transitioning to High school are informed of advanced class options by high school counseling staff.

*** Practice G**

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

The process of implementation for accelerated instruction and placement options, when an appropriate body-of-evidence indicates that such a practice is warranted, occurs through collaboration among AIG staff, teachers, counselors, administration, parents/guardians, and the student. Any change in placement is ultimately the principal's decision once all information is gathered.

The AIG program uses the following guidelines to assist principals.

Early Admission into Kindergarten: For early admission into kindergarten, the state standard (policy ID # GCS-J-001) is used as a guideline.

Subject Advancement Guidelines: Specific requirements must be met for a student who requires a far more rigorous curriculum:

- Recommendations by classroom teacher, AIG specialist/coordinator, principal, and parent/guardian.
- Completion of Iowa Acceleration Scale for subject advancement.
- An aptitude test administered by AIG specialist.
- Demonstrated student performance at two years above grade level on individual assessments.
- Social/personal development.
- Student motivation and interest.

Grade Advancement Guidelines: Grade advancement can be an effective curriculum change for students who require a far more rigorous curriculum than can be made available in a peer, age-group setting. The following are recommended for grade advancement:

- Recommendations by classroom teacher, the AIG specialist/coordinator, principal, and parent/guardian.
- Completion of Iowa Acceleration Scale.
- Scoring two years above grade level on individual achievement tests.
- Social/personal development.
- Student motivation and interest.

Career and College Promise courses and online NCSSM courses are available to students who are seeking advanced learning opportunities beyond the honors and Advanced Placement courses offered at the high school.

Credit by Demonstrated Mastery is currently offered in grades 9-12 when the following have been met:

- An application has been submitted to complete the CDM process
- A student and parent/guardian meeting has been held to explain the process and implications.
- The student satisfactorily completes Phase I and II of the CDM process to demonstrate understanding and application of content for the course.

*** Practice H** Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The Yancey County Schools' AIG program provides K-12 intentional services for traditionally underrepresented AIG populations including: culturally/ethnically diverse, economically disadvantaged, English Learners, Highly-Gifted, and Twice-Exceptional students to ensure the program is being administered equitably.

Since Yancey County Schools has traditionally served a high economically disadvantaged population with six out of seven schools having Title I programs, we are always providing services for our economically disadvantaged students.

EL students, twice-exceptional students (identified through close communication with each school's EC specialist), and highly gifted students are served by gifted staff, EL teachers, EC teachers, classroom teachers, and counselors through classroom differentiation, pull-out sessions, independent study, or acceleration. The social and emotional well-being of our AIG/EL student population is supported with the help of our county's EL counselor who works closely with the AIG specialist when serving these students. The EL and AIG specialist have developed an EL Gifted Screening Tool that provides a list of culturally appropriate and high achieving behaviors of our EL population. This tool has been developed to help all classroom teachers recognize advanced cultural traits and increase recommendation for further testing. It is used as a referral for gifted evaluation and as a Gifted Characteristics Scale component for placement in the AIG program.

The AIG specialist meets informally with the EC teachers and counselor(s). The groups work together to ensure that all teachers are aware of students who are twice-exceptional. The AIG specialist monitors EC/AIG students' academic progress. AIG personnel and school counselors meet individually to discuss at-risk gifted students to offer assistance and provide interventions.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

There are several extra-curricular opportunities available for AIG students to enhance their needs and interests. Yancey County Schools AIG Program seeks out these programs for AIG students, lists these opportunities on its website and encourages AIG students to participate. Opportunities for extra-curricular programs and events that enhance and further develop the needs and interests of AIG students are available through programs including DUKE TIP Talent Search (4- 6th and 7th grade), Parkway Playhouse Junior education programs, School of Science and Math and School of the Arts.

Additionally, all schools provide enrichment clubs that are available to AIG students during and after school.

Information on these programs is sent to parents/guardians by email, letters home, phone calls, and on the AIG website. Spanish versions are sent to parents when appropriate. Summer camps for gifted students are placed on the AIG website and pamphlets for these camps are sent home by the county. Some of our county class offerings do change from year to year depending on enrollment and teacher availability.

The AIG team evaluates upcoming sixth, seventh and eighth grade students identified in Language Arts and/or Math to match their needs to appropriate placement in classes. This placement includes honors class placement in Language Arts and Math when available and/or an advanced class addressing AIG students' needs on a weekly basis. Seventh and eighth grade students are serviced through: clustered and advanced curriculum in their identified subject, language arts and math curriculum designed for enrichment and acceleration. High school gifted students self-select honors courses in their identified domain and/or other subjects. Other options available to high school students include AP courses, online NCSSM courses, and dual enrollment.

* **Ideas for Strengthening the Standard**

1. We will be examining ways the middle school AIG licensed teacher will participate in AIG functions at the middle schools.
2. We will monitor the school websites to ensure AIG informational links have not been accidentally removed.
3. We will be working to gather and share information about all enrichment opportunities currently being implemented by the individual schools.

Planned Sources of Evidence

- * AIG staff notifications of counselor meetings that involve a gifted student.
- * Schedules and class lists of AIG specialists and Honors classes.
- * Summary reports and Nine Weeks Reports
- * AIG Classroom Webpages

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		

Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The Yancey County Schools (YCS) AIG specialist continually evaluates and modifies curriculum to align it with North Carolina's Common Core and Essential Standards (SCOS). Rigorous and relevant curriculum has been researched and/or purchased from gifted resources and is applicable to students' abilities and readiness.

The AIG specialist consults with coordinator and teachers to make grade-level decisions on specific curriculum for differentiation, extension and acceleration strategies, and for appropriate materials needed to adapt these resources to the NC Standard Course of Study.

The AIG specialist has attended local workshops on North Carolina's Common Core and Essential Standards (SCOS) and align gifted curriculum with state standards in both elementary and middle school programs, adding rigor, and differentiation for gifted students. Honors course teachers have opportunities to attend workshops on differentiation. School administrators and teachers are informed as to how the gifted curriculum aligns with state standards through links to NC DPI websites, conferences, or unit plans.

Students are serviced according to their area of qualification (math and/or communication skills) in small group pull-out classes for fourth and fifth grade and in honors classes in sixth through twelfth grades. Areas of qualification are documented on students' DCP plans and in PowerSchool.

AIG and/or classroom service options include: differentiated enrichment curriculum, individual studies, compacting, and subject or grade acceleration.

*** Practice B**

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

Currently, learning profiles are being used by the AIG specialist to create and employ effective instructional practices to AIG students according to their identified abilities, readiness, and interests. Survey results have consistently supported our rationale; over 90 percent of the AIG students and their parents/guardians agree or strongly agree that students have opportunities to learn how to solve problems in different ways in the gifted program.

The AIG specialist formally and informally consults with and supports classroom teachers in subject and/or cluster grouped classes and the use interdisciplinary units in fourth and fifth grades.

Middle schools have created classes to target AIG student needs on a weekly basis.

Service is provided at elementary and middle school levels through the following methods:

- AIG consultation/support
- Resource Pull-out (according to area of identification)
- Advanced content
- Subject grouping
- Cluster grouping
- Subject acceleration
- Grade acceleration

High school addresses ability levels by offering honors classes, advanced placement courses, and dual enrollment in various subjects. High school honor course classes align with state's advanced guidelines. Student interest surveys and

Learning style indicators provide a way to address student needs, abilities, and interest.

High School opportunities include:

- Honor classes
- Advanced Placement
- Online classes
- Dual Enrollment
- Credit by Demonstrated Mastery

* Practice C

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

The AIG program has a resource library of materials, lessons, and manipulatives, available to AIG specialist and classroom teachers to help with acceleration and/or differentiation. The AIG specialist incorporates a variety of research-based supplemental resources that augment curriculum and instruction. The AIG specialist provides resources for classroom teachers for their use within their classes. Additionally, the AIG program utilizes web-based resources to support differentiation and augment curriculum instruction.

Resources are also available to help administrators, teachers, and parents/guardians understand and meet the social and emotional issues of gifted students. Several books on AIG/gifted learning are available to teachers at both elementary and middle school. These resources are centrally located and available for loan upon request.

Examples of gifted sources of enrichment and extension include: William and Mary, Project M3, Khan Academy, Makerspace, NASA, and the AIG~IRP website.

Elementary school methods include:

- Hands-on Activities
- Think, Pair, Share
- Paideia inquiry and discussion

- Cooperative Learning
- Problem/Project Based Learning
- Cooperative Learning
- Peer teaching
- Caesar's English

Middle school methods include:

- Critical thinking skills
- Logic Problems
- Problem/Project Based Learning
- Hands-on Activities
- Clustering
- Paul Coverdale Peace Corps website for teachers
- Ability grouping
- Jr. Great Books
- Word within a Word-Vocabulary
- Modified Simulation activities by Interact (Examples-Why Wage War/ Empire/ Atlantis)

High school methods include:

- Block Scheduling
- Research projects
- Cooperative learning
- Independent studies
- Internships
- Virtual Learning
- Credit Demonstrated by Mastery

* **Practice D**

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

The AIG specialist uses gifted curriculum that fosters the development of future-ready content and processes based on NC SCOS. Gifted curriculum is research-based and resources are obtained from qualified sources. The AIG specialist develops lessons and units utilizing a variety of advanced and highly credible web-based and non-web-based resources to address both student interest and common core objectives.

Evidence of AIG enrichment demonstrating problem-solving, civic economics, critical thinking, self-direction, and global awareness based on common core grade level objectives is demonstrated in lesson plans and include the following samples of elementary and middle school AIG activities:

Samples of lessons include but are not limited to:

- 1) Exploration of Utopian and Dystopian societies
- 2) Global and cultural awareness activities
- 3) Simulations such as "Ancient Empires," a multi-unit enrichment activity which includes problem solving, critical thinking, economics, health, communication and self-direction in many or all of its sessions.
- 4) Analysis and modern adaptation of literature such as Shakespeare.
- 5) Development of solutions to real and simulated problem-based units/lessons that address 21st Century content and skills such as design, economics and alternative energy. All samples provide opportunities to infuse global awareness, critical thinking, problem-solving, communication, social responsibility, self-direction and more.

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

Currently the AIG specialist provides coaching and enrichment lessons and activities that support common core grade level objectives. The AIG specialist uses on-going formative assessments and input from subject area teachers to differentiate curriculum and instruction. AIG in elementary schools is currently a resource program for K-5 that provides weekly enrichment and/or supplemental activities in the classrooms/honors classrooms for grades 3-5. Individual schools use student data to create flexible grouping throughout the school year. YCS middle and high schools follow best practices for differentiation as directed by administration. Differentiation is included in the school system's teacher evaluations. The gifted resource classes use formal and informal assessments to evaluate students' achievements and to determine where to

differentiate curriculum and instruction. Evidence of differentiation is infused and included in lessons. Various test results and indicators, such as those derived from Discovery Education and End of Grade and Course tests, are shared with the AIG specialist, math and language arts teachers, and administrators throughout the year to determine where to differentiate curriculum and instruction.

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

The AIG specialist works at each school with educational personnel to provide social/emotional opportunities for gifted learners. Results from our self-assessment indicate a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents/guardians of gifted students. The social and emotional needs of AIG students are supported through effective curriculum and instructional practices. These include but are not limited to a selection of shared inquiry discussions targeting social and emotional issues of prodigious students, such as perfectionism, as well as metacognitive and learning style activities to develop self-awareness skills. Increased contact and communication with school counselors, EC and EL staff has enabled the AIG specialist to improve curricular and instructional practices to address the needs of the AIG population. The AIG specialist provides staff development in the social and emotional needs of gifted students upon request. The targeted audience is classroom teachers, administration, and school counselors. The AIG specialist informs parents/guardians and teachers of the availability of AIG resources in the AIG resource rooms at elementary schools and on the webpage.

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

To cultivate and develop the potential of young (K-3) students, intentional differentiated instruction is provided. Teachers are provided an Academically Intellectually Gifted Behaviors Checklist. Upon request and/or need, teachers are provided with web links to provide opportunities for purposeful differentiated curriculum. The AIG specialist is available to schedule time to counsel with K-2 teachers and provide appropriate assistance whenever possible. Iowa Acceleration Scale and Abilities testing is provided by the AIG program to assist in proper placement for young gifted students. Forms that

clarify the third grade Talent Search identification program and explain the services have been created and implemented. Third grade students are provided enrichment services through a weekly pull-out resource class. These increased efforts to better assist kindergarten through second grade teachers with differentiation and to clarify our nurturing program to third grade teachers, have improved our K-3 program.

*** Practice H**

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

The AIG specialist regularly communicates with classroom teachers to discuss ways to differentiate curriculum and to meet the needs of advanced students and is available to meet upon request. Administrators are advised and consulted. The following have greatly enhanced the collaboration necessary to implement differentiation:

1. Interventions enabled by increased use of technology in communication such as virtual communication via Google documents.
2. Administrative decisions to locate AIG offices near other support personnel including EC, EL, GearUp and other programs with connection to AIG students have led to increased collaboration.
3. Periodic whole-class modeling of differentiated practices by the AIG specialist.

The AIG specialist consults with teachers weekly and meets each grading period to develop differentiated curricular and instructional practices with different grade levels during planning times during the school day.

*** Practice I**

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

AIG students require differentiated curriculum and services that match their needs determined by their assessment and placement in the gifted program. All identified students have a Differentiated Education Plan (DEP) that describes their placement and is signed by the AIG coordinator, AIG specialist, administrator, parents/guardians and classroom teachers.

These DEP plans show evidence as to how students are identified and placed, as well as their learning environment and content modifications. This document is reviewed with AIG staff, administrators, teachers, and parents/guardians to ensure consistent and quality programming and services. AIG students DEPs are reviewed to ensure that the instructional services match the identified needs of each student. Students are serviced in the following learning environments that address their needs. Resource Classes that address ELA and/or Math and content modification include:

Elementary Schools DEP: Enrichment activities in ELA and/or Math Required reading Research Products Thinking skills Problem solving Technology Middle School DEP: Sixth grade Resource Classes that includes: Enrichment activities in ELA and/or Math Required reading Research Products Thinking skills Problem solving Seventh and Eighth Grade offers cluster groups to match evaluated needs of AIG students including: Advanced Classes in ELA and/or Math, Pre-Algebra in Seventh Grade and Algebra I in Eighth Grade or regular classroom environment. High School DEP: Students self-select Honors, Advanced Placement, or Dual Enrollment courses.

Content modifications include: Advanced study based on Honors Level Course Rubric Framework Advanced content based on AP Course requirements Advanced study based on college curriculum Ideas to Strengthen the Standard: Suggest and inform the LEA about workshops on differentiated instruction and "Future Ready" content and skills for all classroom teachers and faculty. Encourage teachers to attend workshops on differentiated instruction and "Future Ready" content and skills. Continue to look for units and resources that meet the needs of gifted students, and support honors teachers in their efforts to differentiate instruction and to extend common core objectives and lessons in their honors classrooms.

* **Ideas for Strengthening the Standard**

1. Suggest and inform the district about workshops on differentiated instruction for all classroom teachers.
2. Advocate for a middle school AIG specialist to be added to the AIG team.
3. Continue to look for units and resources that meet the needs of gifted students and support honors teachers in their efforts to differentiate.

Planned Sources of Evidence

- * Students' assessment to determine acceleration
- * Formative and summative assessments to evaluate students' learning
- * Unit lessons that show use of differentiated assessment
- * Staff development rosters (Social/Emotional Issues)
- * Curriculum lessons that address social and emotional needs of students

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

Standard 4: Personnel and Professional Development

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Yancey County employs an AIG coordinator who is an experienced teacher and who currently heads the CTE department of the high school. The AIG coordinator oversees the implementation of the K-12 Yancey County Academically/Intellectually Gifted Education Plan and keeps current with legal issues and changes pertaining to gifted education. The AIG coordinator advises the AIG specialist on all program duties to further develop the AIG program. The AIG coordinator ensures that records of AIG students are maintained and that Differentiated Education Plans are created and sent to parents/guardians of AIG students. The AIG coordinator also supports the AIG specialist on all matters pertaining to informing the district, parents/guardians about the AIG program. The AIG coordinator reviews student headcounts for accuracy. The AIG coordinator and specialist stays current on AIG news and information by participating in regional AIG meetings and NCAGT conferences. The AIG coordinator works with the specialist to look for ways to provide professional development opportunities to teachers and faculty.

*** Practice B**

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

There is one primary AIG specialist in Yancey County Schools who is engaged in services and activities that address the academic, intellectual, social, and emotional needs of gifted learners. Additionally, Yancey County employs an AIG licensed (university program) middle school teacher. The primary AIG specialist is a highly qualified teacher who provides instruction and activities that address the academic, intellectual and social and emotional needs of third through fifth grade learners and is available for consultation and demonstration for K-12 teachers and students. To ensure that the AIG teacher is engaged in tasks which address the needs of gifted learners, the AIG specialist collaborates with the AIG coordinator, the classroom teachers and the site-based administrator to establish a viable schedule that provides time for service delivery for identified gifted students, collaborative planning, and consultation. The current AIG specialist develops and supports a curriculum that addresses academic, intellectual, social and emotional needs; i.e. NCSCOS objectives-based lessons as well as personality / learning profiles and other portfolio self-assessments.

*** Practice C**

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

Yancey County Schools' requires teachers to attain an AIG add-on license through a university program to be an AIG specialist. We have two AIG licensed teachers certified by this process. The primary AIG licensed teacher holds an M.Ed., National Board certification and is currently working as the AIG elementary school specialist to provide the AIG program services to identified K-5 AIG students. The AIG specialist also assists middle school AG evaluation teams with sixth through eighth grade student identification. The second AIG licensed teacher works as a middle school teacher who works with advanced students and helps with the AIG identification in middle school. The primary AIG specialist works with the AIG team to adopt options through WRESA to enable Yancey County teachers to participate in education classes for a regionally reciprocal AIG endorsement. Requirements for other teachers working with AIG identified populations include continued participation in differentiated instruction and social/emotional learning. Professional development on the district level strives to address social/emotional and academic needs of learners through a variety of professional development opportunities.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA

requirements for that position.

Yancey County Schools is a small rural school system. Several elementary schools have one class per grade level. None of the elementary school system's classroom teachers teaching general education services have earned an AIG add-on license. Effort is made to place students with highly qualified teachers. The AIG specialist and/or coordinator advises middle schools in the selection of students to be placed in advanced/honors classes. There is one AIG certified middle school teacher teaching a general education class. AIG headcount is shared with placement teams. Schools select the most qualified teachers to work with AIG students. Honor class teachers must submit a syllabus showing how they are accelerating their subject. High school teachers who are teaching Advanced Placement classes are trained and qualified through the College Board Program. AIG presentations and professional developments sessions are used to assist classroom teachers but do not provide an AIG add-on license.

*** Practice E**

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

Yancey County schools promotes professional development in differentiated learning strategies. YCS also provides information on training related to AIG licensure and/or endorsements offered through WRESA and encourages teachers interested in teaching AIG students to pursue AIG licensure through a local university program or by taking the Praxis exam.

*** Practice F**

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

Yancey County Schools promotes equity and excellence by providing professional learning opportunities that support and encourage changing mindsets, policies and practices of teachers and students.

Yancey county is currently participating in several programs that address social/emotional needs of students. Resources for Resilience and Youth Mental Health First Aid training both address social/emotional needs of students through training for administrators, counselors, teachers, parents/guardians and students. In addition to understanding "Gifted Myths," the YCS AIG program recommends the following professional development for counselors: Social/Emotional and gifted traits, for teachers: Differentiation and Social/Emotional and Gifted traits, for administrators: Gifted traits and Differentiated Instruction for Administrators.

* **Practice G**

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

The district requires all staff development (including AIG) to be aligned with the District and School Improvement Plans. The AIG coordinator and specialist have PDP goals that support the AIG program. The AIG staff is continuously looking for low-cost or free professional development that provides personal and professional growth. AIG staff participate in school and/or district-wide professional development opportunities that are aligned with the local district, school, and the AIG program.

* **Ideas for Strengthening the Standard**

1. Research and share with teachers and stakeholders the opportunities for AIG licensure, endorsements and/or training.
2. Advocate for incentives for teachers who pursue AIG training, endorsements and/or licensure.

Planned Sources of Evidence

- * Licensure documentation for AIG staff.
- * Documentation of professional development by AIG staff.
- * Local staff development/workshops for teachers.

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		

Standard 5: Partnerships

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Partnership with parents/guardians are met through formal and informal community and school-based communication. Many of our family/school partnerships exist within each of our schools. Successful partnerships exist throughout our school system. These partnerships are expedited via the county website, periodic reports (third through fifth grades), online and printed newsletters, advisory meetings, parent nights and subsequent conferences, surveys, and email. Periodic AIG updates and progress reports with included parent/guardian response forms, facilitate communication between families and the AIG program and solicit feedback on how AIG students needs are being met. The AIG website, classroom links, and active and periodic communication by the AIG specialist provides information to parents/families on community and school-based clubs and activities that address intellectual and socio-emotional needs of AIG students. Many of our two-way partnerships begin at one school and spread throughout the school system.

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and

Others to enhance and support the local AIG program and services.

The Yancey County Schools AIG Program has partnerships with local educational clubs and businesses. We continue to develop and implement partnerships with institutions of higher education, local businesses and industry as well as other stakeholders to provide expertise and support for AIG services. Utilization of clubs, retired volunteers with expertise in academic and commercial careers, local and federal agencies and families allows us to enhance the AIG program and gain support for AIG programs and services within our county. In the past few years we have increased our partnerships with higher education, local business and community partners to include the following:

- Community Robotics Teams: community-based teams comprised of many AIG students who compete on a robotics-based yearly challenge.
- Parkway Playhouse Jr. Program: this local program works with students to produce and perform two annual plays, a summer camp and conservatory classes and consistently includes a high percentage of gifted identified students.
- GearUp: this college awareness program shares many similar goals with our AIG program and many of our AIG students participate in Gear Up activities and competitions.
- FBLA (Future Business Leaders of America): many AIG students meet, travel and compete in FBLA activities.
- FFA: many AIG students participate in FFA club activities that promote and support agricultural education.
- Math Counts: a competitive mathematics program that promotes mathematics achievement through a series of fun and engaging "bee" style contests.
- MAGIC Program (Making Academic Gains in Children): after school program is in all of our elementary and middle schools. This program fosters the physical, social and emotional growth of each child, including the AIG students.

*** Practice C**

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

The AIG Advisory Committee includes administrators, teachers, and AIG parents/guardians of all grade levels and reflects the diversity of the community. Specific AIG representatives are present in each elementary school to assist with any questions regarding AIG. There is frequent face-to-face communication between the AIG specialist and coordinator

regarding AIG issues. Parents/guardians of ethnically diverse AIG students are included on the AIG Advisory committee. Communication between EL and AIG staff helps to increase involvement of multicultural stakeholders in the development, implementation, and monitoring of the local AIG program and plan. Our larger AIG team including all stakeholders meets twice yearly to address key topics and to look over data such as AIG surveys and child count data relevant to improving our program. Parental communication in their native language is provided as needed.

* Practice D

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

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

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

Information regarding the local AIG program and other policies relating to gifted education is shared with AIG stakeholders including parents and guardians in a variety of ways.

- The AIG plan is shared via the Yancey County Schools AIG website and on the NC DPI Gifted Website. Information regarding the AIG program and services are shared on the YCS district website and each of the elementary schools provide AIG information on their websites. Stakeholders are directed to these websites at various meetings and in their student's nine-week reports.
- Individual school and county newsletters are provided for communication regarding AIG opportunities and enrichment programs.
- Students' DCP plans inform stakeholders of the different types of provided services.
- Surveys are developed in correlation with AIG standards and practices informing the outline of the AIG program to all stakeholders.

* Ideas for Strengthening the Standard

1. Increase parent partnerships in AIG activities.
2. Use website to inform parents of available AIG opportunities.
3. Use parents/guardians and community members with special skills as guest speakers.
4. Increase AIG and school personnel presence/participation in Playhouse projects, Odyssey of the Mind, Maker Space, and Robotics clubs.

Planned Sources of Evidence

- * Yancey County Schools AIG website
- * Communication and forms translated into Spanish
- * Lists of Guest Speakers, Volunteers, Club Days, GearUP Activities, etc.
- * Documentation of Parent Conferences

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

Standard 6: Program Accountability

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Yancey County Schools reviews and renews the AIG plan every three years according to state legislation and policy. Self-assessment and yearly surveys sent to stakeholders provide feedback for the program's effectiveness and necessary improvements. These assessments are used to evaluate each standard and practice and to determine the implementation of each. The Yancey County AIG specialist meets regularly with the AIG coordinator to review services and practices that align with the local AIG Plan. The AIG specialist informs stakeholders of the standards and practices included in the AIG plan and gathers information on ideas for improvement through communication with the Advisory Board, teachers, counselors, and parents/guardians. The AIG specialist, in consultation with the AIG coordinator, writes the AIG plan which is reviewed by various stakeholders including the AIG coordinator before being reviewed by the Advisory Board. Recommendations and revisions are made and the AIG plan is presented before the members of the local School Board of Education for final approval. The plan is then submitted to NC DPI by the state designated deadline to be reviewed by the Division of Advanced Learning and Gifted Education.

*** 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.

Implementation of the AIG plan is carefully monitored by the AIG coordinator and the AIG specialist. The Yancey County AIG coordinator and the AIG Specialist review services and practices to ensure they align with the local AIG plan. The AIG coordinator serves on the district's Curriculum Team and meets with the YCS superintendent as needed to discuss the AIG program and plan. The AIG specialist and coordinator attend monthly AIG meetings to remain current with legislation and state policies impacting the AIG program. Periodic meetings held with the Advisory Committee members assist with monitoring the local plan implementation. The School Board and Superintendent are given the Division of Advanced Learning and Gifted Education's peer review report. The AIG plan is referred to when there are any questions regarding implementation of the local AIG program.

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

State funds allotted to the AIG program are used for the AIG Program. The budget report is requested from the district's finance office and reviewed on a yearly basis. The allotted state funds cover salaries, professional development and supplies. The combination of the AIG funds and local funds currently cover one AIG specialist as well as the partial salary of a licensed AIG middle school teacher. Limited funding for the AIG program, materials, and professional development are available through local funding sources. The AIG coordinator and the AIG specialist actively seek additional funding through grant opportunities to supplement funds for materials and activities.

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

The AIG program has direct access to student achievement scores through PowerSchool and growth data through EVAAS. Additional data sources used for analysis include dropout rates, student enrollment in dual enrollment courses, successful Advanced Placement completion rates and college acceptances when attainable. End-of-Grade and End-of-Course test performance for identified students are currently reviewed and analyzed for annual growth. These are recorded and placed

in AIG files. Each student's file is stored securely in the AIG office. AIG personnel collaborate with multiple programs including but not limited to EC, EL, CTE and CCP to discourage student dropout and to encourage college participation.

*** 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.

To prevent culturally/ethnically diverse, twice exceptional, and EL students from being overlooked or misdiagnosed, careful and intentional monitoring of these underrepresented populations occurs in the local AIG program to ensure the local AIG program is meeting the needs of all students. Headcount of all students, including culturally diverse and economically disadvantaged students, are reviewed by the AIG coordinator and AIG specialist to compare the demographics of the district to the AIG population. The AIG specialist monitors the number and progress of underrepresented students in the local AIG program. Classroom teachers and administrators are encouraged to look for gifted characteristics within these populations. EL teachers and counselors are consulted regarding EL and culturally diverse students who show potential for participation in the AIG program. Underrepresented students who show potential are closely monitored and/or provided services through the Talent Search program. Recommendations for further evaluation of students from classroom teachers and EL teachers are accepted at any time, and appropriate alternative (non-verbal) assessments are used for identification.



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*** 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.

The AIG coordinator holds a Master's degree in Curriculum and Instruction and has completed the New AIG Coordinator's Orientation professional development. The AIG specialist holds a Master's degree in Education, National Board

Certification and an add-on license in gifted education from Western Carolina University. The AIG specialist and coordinator strive to attend professional development aligned with AIG goals and topics, such as AIG Roundtable meetings and yearly AIG Coordinator's Institutes. The AIG program has access upon request to current data on all AIG personnel through the Human Resource Office. Credential information on classroom teachers can also be obtained from Yancey County Schools System's Human Resource Officer.

*** Practice G**

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

Surveys that align with AIG standards and practices are posted on the local AIG website with feedback options to gather input. Additionally, informal communication through face-to-face meetings, phone conversations, and email messages provide feedback on the programs strengths and highlights opportunities for growth. A report of survey results is available to the advisory committee, superintendent, parents and school board members.

*** 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.

Surveys are sent to stakeholders to gather their input. Feedback from the Advisory Board as well as administrators, teachers, parents, and students come from these yearly surveys. Surveys are aligned with AIG standards and practices and come in various forms: printed, online, and verbal. Survey results are shared with the advisory committee, superintendent, and school board members. Other sources of data include information gathered from Professional Learning Community meetings, PowerSchool growth scores, face-to-face meetings with the Curriculum Specialist and AIG coordinator, phone conversations, and email messages from teachers and parents. These sources indicate our AIG program's strengths and areas for improvement. Revisions to the AIG plan are made during the three-year plan cycle if needed after consultation with the AIG team and upon approval by the school board.

Practice I

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

All data is available to the public through various modes of communication. Data received from surveys is shared with the public through advisory committee meetings, School Board meetings, and yearly parent meetings. Printed copies of the approved AIG plan are available to the public upon request.

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.

The rights of all AIG students, parents and families are in written form through various documents to safeguard the rights of AIG students and families. These forms include parental consent, identification criteria, and AIG placement. A Due Process form addresses grievance procedures for parents, providing an outline of steps to resolve disagreements between Yancey County Schools and parents/guardians regarding AIG placement and services. Copies of these forms are provided on the AIG website.

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Process	Procedure

<p>Informed consent for identification</p> <p>* AIG Identification:</p> <p>After initial recommendation by an administrator, teacher, parent/guardian, or student; a parent/guardian must sign a permission form (DC-3P) before any student is evaluated for AIG identification and placement. This form includes any types of assessment used by the Yancey County Schools AIG Program, including: Educational (Reading, Mathematics, Achievement Tests, Portfolio, and/or Observations) and Intellectual (Individual Intelligence Test). The summary of these tests are shared with all stakeholders involved at a scheduled meeting.</p> <p>Parental consent, identification, placement, and Due Process forms are provided on Yancey County Schools AIG website.</p>	<p>* Identification and Service: If the student is identified as AIG, AG, AR, AM, or IG, all stakeholders acknowledge, through their signature, the student's identification and how the student will be serviced (DCP Plan). The DCP Plan is reviewed on an annual basis.</p>	<p>* Transfer Student Policies: Gifted students who are currently identified in any North Carolina public local education agency will maintain their AIG identification in Yancey County Schools. Student performance and assessment data will be used to determine appropriate services. Transfer students identified as gifted in other states, private schools, or non-public charter schools must meet Yancey County Schools' AIG identification criteria for services.</p>	<p>* Students must wait one year before retesting for identification per teacher, parent or child request.</p> <p>*</p> <p>Yancey County Schools Due Process Procedures</p>
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Procedures to resolve disagreement

Academically/Intellectually Gifted Program

The following steps outline the procedure to resolve disagreements between parents or guardians and the Yancey County Schools when a child is not identified as an Academically/Intellectually Gifted student, or concerning the appropriateness of services offered to an Academically/Intellectually Gifted student:

1. The parent or guardian requests, in writing, a conference with the Academically/Intellectually Gifted Team of the school attended by the student. The Academically/Intellectually Gifted Curriculum team will hold the conference within ten days of receipt of the request and will respond in writing within ten school days of the conference with its decision.
2. If the disagreement is not resolved at the Academically/Intellectually Gifted Team conference, the parent or guardian may make a written request within ten schools days of receipt of the Team's decision for a conference with the school site principal. The principal will grant the conference within ten school days of the request and will respond in writing within ten school days of the conference with the decision.
3. If the disagreement is not resolved by the school site principal, the parent or guardian may appeal the principal's decision in writing to the Exceptional Children's Program Director within ten school days of receipt of the decision. The Exceptional Children's Program Director will hold a conference, review the record, and respond to the parent or guardian within ten school days.
4. If the disagreement is not resolved by the Exceptional Children's Program Director, the parent or guardian may appeal to the Board of Education in writing within ten days of the decision. The Board of Education will schedule the hearing, review the record and offer a final written decision within 30 days.
5. If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to:

- a. whether the school district improperly failed to identify a child as an Academically/Intellectually Gifted student, or
- b. whether the local plan for Academically/Intellectually Gifted Curriculum has been implemented appropriately in regard to the child.

Following the hearing, the Administrative Law Judge will make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 5 of Chapter 150B of the General Statutes.

* Ideas for Strengthening the Standard

1. Increase efforts to inform parents, teachers, and administrators of due process procedure.
2. Review forms during parent meetings
3. Simplify survey questions and provide an informational meeting to all stakeholders to help them make knowledgeable and informed responses.

Planned Sources of Evidence

- * Gifted students AIG files
- * Surveys in various forms and Survey summary report
- * Rosters of students served through Talent Search activities
- * Due Process procedure and forms.

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		

Local Board of Education Approval

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/20/2022 

Original Application Submission Date: 06/21/2022

Type	Document Template	Document/Link
Documents		
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 2022-2025 YCS AIG Board Approval Page

AIG Related Documents

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>2022-2025 YCS AIG Board Approval Page</u>

Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Yancey County Schools (995) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
 	The Local AIG Plan glossary is provided in an uploaded document.