Mission/Vision Statement and Funding

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:
Dr. Maggie Ferman

* LEA AIG Contact Name:
Hunt, Shannon - shannon.hunt@acsgmail.net

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

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

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

* Mission and/or Vision Statement(s)

Asheville City Schools believes all students can learn, achieve, and succeed. Specifically, we believe all gifted students demonstrate individual strengths and needs that require active participation in differentiated educational services. Their unique learning potential should be met through expanded educational opportunities, including parent, community, and school collaboration. We believe differentiated education services should respect and reflect the ethnic, cultural, and socioeconomic differences present within the gifted population.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 237,050.00	* $ 354,974.00	* $ 0.00	* $ 0.00

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

* **Practice A**

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

1. Asheville City Schools (ACS) conducts universal screenings for all 2nd-grade students using a nationally normed aptitude test. Our first choice test is the Naglieri General Abilities Test (NGAT), which contains specific scores for Verbal (V), Nonverbal (NV), and Quantitative (Q), allowing students to show strengths in a variety of areas.

2. ACS conducts universal screening again in the 6th grade using the nonverbal section of the NGAT.

3. Teachers (including AIG Specialists), caregivers, and students themselves may refer a student for AIG screening. ACS has a Referral Form that includes subject area strengths, observation of gifted behaviors, examples of advanced performance, and available nationally and state-normed testing data. AIG Specialists review these forms, collect additional information, and determine next steps (identification and/or AIG services needed). New referrals who have not had an aptitude test and need this data point will be administered one during two windows of time: from the beginning of the school year until October 1, and from February 1 to March 1. Caregivers of students who are referred by the AIG Service Committee will be notified of the decision and must give permission to evaluate before any testing is administered to the student. Permission may be given through the Permission to Evaluate form or through direct communication between the AIG Specialist and the caregiver.

4. Transfer students formally identified as gifted in other schools will be identified as gifted in ACS. All available data will be used to determine services. Transfer student data will be reviewed as soon as the student enrolls and documentation of identification is received from the caregivers or the previous school.

5. AIG specialists maintain a watchlist of students. Students may be placed on this watchlist according to several factors, including a score at the 90th percentile or above on a mass screening, a score of 5 on an EOG, a teacher/parent/self-referral, or gifted traits observed during whole-class nurture lessons taught by the AIG specialists.

6. Students placed on the watchlist by one or more of the listed factors are considered for talent development and flexible grouping. They are also considered for identification as Intellectually Gifted, using the criteria in standard 1b.

* **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

ACS has processes to formally identify students as AIG throughout the K-12 grade span. Every school has an AIG Services Committee. This committee supports the school's AIG Specialist in referral, identification, and service decisions. The committee is headed by the AIG Specialist at the school, and is composed of an administrator at the school and at least one other staff member, who may be a counselor, classroom teacher, specialist teacher, or other designee. In all grade levels, achievement scores dated within two years and any aptitude/IQ data will be considered. When qualifying students based on

aptitude data, scores in each domain (verbal, nonverbal, and quantitative) are considered if available.

K-2nd
K-2 students will be considered for identification if they are referred by a school psychologist, administrator, or AIG Specialist. They must first demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on MClass, or other nationally normed achievement assessments. At least two educators working with the student will complete the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales). If students meet the qualifications and are recommended by the site-based AIG Services Committee and District AIG Team, then a full-scale IQ test may be given by an ACS psychologist if this testing has not already been completed elsewhere. See below for how this testing can then be used for identification in K-2.

3rd-8th

Students in grades 3-8 will be identified using multiple criteria. Data from our universal screening(s), state and national achievement tests, normed district screening measures, ML student ACCESS testing, and student characteristics and performance may be used in this determination.

To be identified, a student must receive 2 points within two years. Students can receive points in the following ways:

Reading Points-1 point for each	▪ 95th percentile or higher on Verbal NGAT or other nationally normed aptitude test OR top 10% of subgroup on Verbal NGAT. ▪ 95th percentile or higher composite score on MClass, STAR, or other nationally normed district-administered assessment (can only be used once) ▪ Score of Level 5 or higher on reading BOG or EOG (can be used twice from two separate testing events) ▪ 95th percentile or higher on another nationally-normed reading achievement test
Math Points-1 point for each	▪ 95th percentile or higher on Quantitative NGAT or other normed aptitude test (local norms if available) OR top 10% of subgroup on Quantitative NGAT.

	▪ 95th percentile or higher composite score on USNS, STAR, or other nationally normed district-administered assessment (can only be used once) ▪ Score of Level 5 or higher on math EOG (can be used twice from two separate testing events) ▪ 95th percentile or higher on another math normed achievement test
Intellectually Gifted Points-1 point for each	▪ 95th percentile or higher on NGAT Nonverbal or other normed aptitude test (local norms if available) OR top 10% of subgroup on Nonverbal NGAT. ▪ Early Exit from MLL services as determined by earning a 4.5 on the NC State ACCESS testing at least a year faster than predicted. ▪ Student evidence of giftedness. This will be determined using artifacts brought to the District Identification Committee by the AIG Specialist at the student's home school. This committee agreement of demonstrated giftedness can designate one point. Evidence can include: proof of gifted characteristics through rating scales, student work samples, letters of recommendation, or performance examples.
Intellectually Gifted -two points	▪ If any student is in the top 10% of a subgroup on VQN composite CogAT using local or school norms they will be identified. A subgroup is defined as any group that has at least 5 members in a school grade level group of tested students.

9-12
High school students may be referred, including self-referral, during the two referral windows. At this time student data will be reviewed from the previous three years following the guidelines for 3-8. If a student needs an aptitude test, the AIG specialist will administer one to the student.

Click here to remove the table and use only the narrative field.

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* If students have a superior rating in verbal aptitude and is performing 2 years ahead on MCLASS, they will be identified as AR (Advanced Reading	* If students have superior rating in quantitative aptitude and achieve at the 95% or higher on USNS, they will be identified as AM (advanced math).	* If students meet the criteria for AR and AM, they will be identified as AG.	* If students achieve a superior composite score on a full-scale IQ test, they will be identified as Intellectually Gifted.	* If students receive an identification in AR and/or AM and IG, they will be identified as Academically and Intellectually Gifted.
3-5	* Using the above chart, a student with 2 reading points is identified as AR.	* Using the above chart, a student with 2 math points is identified as AM.	* If students meet the criteria for AR and AM, they will be identified as AG.	* Using the above chart, a student with 2 intellectually gifted points is identified as IG.	* If students receive an identification in AR and/or AM and IG, they will be identified as Academically and Intellectually Gifted.
6-8	* Using the above chart, a student with 2 reading points is identified as AR.	* Using the above chart, a student with 2 math points is identified as AM.	* If students meet the criteria for AR and AM, they will be identified as AG.	* Using the above chart, a student with 2 intellectually gifted points is identified as IG.	* If students receive an identification in AR and/or AM and IG, they will be identified as Academically and Intellectually Gifted.
9-12	* Using the above chart, a student with 2 reading points is identified as AR.	* Using the above chart, a student with 2 math points is identified as AM.	* If students meet the criteria for AR and AM, they will be identified as AG.	* Using the above chart, a student with 2 intellectually gifted points is identified as IG.	* If students receive an identification in AR and/or AM and IG, they will be identified as Academically and Intellectually Gifted.

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

1. ACS completes universal screening for gifted identification in the spring for all second-grade students. This screening is conducted using the Naglieri General Ability Test (NGAT). Scores from the verbal, nonverbal, and quantitative batteries will be utilized, as well as the VQN composite, so that all students have the opportunity to qualify based on their strength area(s).

2. ACS also completes universal screening using nonverbal section of the Naglieri General Ability Test in the 6th grade. The NGAT is less culturally biased than other aptitude measures and is strong at identifying high aptitude in multilingual (ML) students.

3. School AIG Committees will invite the school MLL (multilingual learners) teacher to the AIG Services Committee when discussing identification and placement of ML students. Early exit on the ACCESS test will also be given weight as one of the multiple criteria that can be used in gifted identification. Early exit means a student achieves the necessary 4.5 to exit ML instruction at least a year earlier than predicted.

4.School AIG Service Committees will invite exceptional children (EC) teachers when discussing twice- exceptional students. AIG Specialists at the student's school will attend twice exceptional students Individualized Education Plan (IEP) meetings when possible. School psychologists will inform AIG Specialists when a student performs at a superior level on IQ testing.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	7.01%	17.73%	---	14.18%	---	17.68%
Male	---	8.24%	9.29%	---	8.28%	---	18.10%
Total	---	7.65%	13.73%	---	11.19%	---	17.89%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

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

1. The District AIG Team is composed of all the ACS AIG Specialists and the district AIG Coordinator. This team meets bimonthly, and one of its purposes is to discuss screening, referral, and identification processes to ensure consistency within the district.

2. Each student who is referred for AIG qualifications has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Differentiated Education Plan (DEP), test score documentation, parent permission to serve and parent permission to evaluate, and any documents needed to support the identification of the student. The District AIG Team will conduct an internal audit of folders annually to ensure compliance of screening, referral, and identification procedures.

3. Each school has an AIG Services Committee. This committee will include a site-based AIG Specialist, an administrator, a school counselor, and a teacher. It will also include ELL and EC teachers when applicable. This committee will oversee the screening, referral, and identification process for the school site

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

1. ACS AIG Specialists share the procedures for the screening and referral identification processes with all staff at each school. This is done in staff meetings, individual meetings, and/or PLC meetings. AIG refresher training is offered for school staff at the beginning of each school year to ensure everyone understands gifted characteristics and the process for identification. This training will include information about gifted characteristics within underrepresented populations.

2. ACS AIG Specialists share information about the screening and referral identification process with caregivers at the beginning of each year and/or as needed. Information sessions will be provided at a variety of locations and times.

3. The AIG Coordinator posts the identification process on ACS District and school web pages.

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

1. Each student who is identified as AIG has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Differentiated Education Plan (DEP), test score documentation, parent permission to serve and parent permission to test, and any documents needed to support the identification of the student (for example: referral forms, Renzulli scales).

2. Each school has an AIG Specialist-maintained spreadsheet of current AIG students that includes all demographic and assessment data. These databases are housed in a shared AIG District Google folder.

3. All AIG folders follow the students as they move campuses. If a student leaves the district, the student's folder will follow his/her graduating class.

4. All ACS AIG folders are kept for 3 years after a student's senior year at a central location in the District. After that time, they will be disposed of according to the ACS Board Procedure 4700-P Student Records.

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

1. Students in ACS who are identified as AG, AR, AM, IG, and AI will receive a Differentiated Education Plan (DEP) or an Individual Differentiated Education Plan (IDEP). The DEP/IDEP will be created by the site-based or district AIG Services Committee. Caregivers may be invited to this meeting. The committee's

decisions and the DEP/IDEP (if completed) will be communicated with the students' caregivers. The DEP/IDEP will be completed upon initial identification and reviewed annually.

2. AIG Specialists review data at the end of every school year, and if a student has shown a need for a change in services (for example, adding cluster grouping) or a change in gifted designation (AR, AM, AG, IG, AI), they will bring this student to the AIG Services Committee and write a new DEP. If a change in DEP is made, caregivers will be notified.

3. Caregivers of students who receive direct instruction in flexible groups from the AIG Specialist who are not formally identified as AIG, will be notified about this needs- based talent development service.

*** Ideas for Strengthening the Standard**

Explore ways to intentionally search for economically disadvantaged students for identification and talent development.

Explore ways to designate highly gifted students.

Planned Sources of Evidence

*	SERs and DEP/IDEPs
*	Students folders
*	Databases by class graduation year
*	Talent Develpment Watch Lists
*	AIG Service Committee Meetings and Agendas
*	District AIG Team Meetings and Agendas

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	ACS AIG Identification Chart 2025-28 AIG Standard 1 Additional Resources

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

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

ACS serves gifted students depending on their grade level and need..

K-2nd

1. All students will have access to whole-class lessons delivered by an AIG Specialist. The goal of these lessons is to nurture and notice gifted abilities.

2. Students who need additional challenging work will receive this work from their classroom teachers in their regular classroom, or through flexible grouping as determined by the grade level team. AIG Specialists support advanced students in grades K-2 by coaching classroom teachers, attending PLC planning to help with differentiating lessons, modeling lessons, or occasionally leading groups on a short-term basis.

3. Students identified in K-2 as AR, AM, AG, IG, or AI may be served through cross-grade subject acceleration and/or direct instruction with an AIG specialist, as determined by the AIG services committee in collaboration with the grade level team, including the AIG Specialist. These students will receive an Individualized Differentiated Education Plan (IDEP) to match their needs.

3rd-5th

1. All students have the opportunity for differentiation and flexible groupings from the classroom teacher and support staff.

2. All students may participate in nurturing and enrichment experiences which may include but are not limited to: Science Olympiad, Odyssey of the Mind, PBL, inquiry units, Robotics Team, school-based clubs after after-school enrichment classes, school-based arts productions, and Battle of the Books.

3. Students who demonstrate a need for advanced work in reading or math will receive flexible grouping and direct instruction by the AIG Specialist. This is considered talent development.

4. Students who meet the criteria outlined in standard one will be identified as AR, AM, AG, AI, or IG. These students will receive a Differentiated Education Plan (DEP) to match their needs. The DEP will include, but is not limited to, the following services:

Students who are AI will receive cluster grouping.

Students who are AR, AG, or AI will receive differentiated group reading instruction with AIG Specialists.

Students who are AM, AG, or AI will receive differentiated group math instruction with AIG Specialists.

Students who are IG will receive flexible small group lessons with the AIG Specialist. This may be a reading or math service, or may be a unique service focusing on STEAM, problem-based learning, self-advocacy, or executive functioning skills.

Students who are AR, AM, and AI and meet the criteria set forth by the school principal may receive single-subject acceleration.

6th-8th

1. All students have the opportunity for differentiation and flexible grouping in their classroom. All students will have access to enrichment experiences, which may include but are not limited to: Odyssey of the Mind, Science Olympiad, Robotics, PBL, inquiry units, MATHCOUNTS, Math through STEAM, Speech and Debate, Academic Competitions, school-based clubs, and Battle of the Books.

2. Students who demonstrate a need for advanced reading or math will receive talent development through flexible groupings with direct instruction by the AIG Specialist.

3. Students who have demonstrated academic maturity through achievement scores, grades, conferencing with the school counselor and AIG Specialist, and a parental commitment may receive access to online learning (NCVPS) in grades 6-8.

4.. Students identified as AI, AG, AM, AR, or IG. will receive a Differentiated Education Plan (DEP) to match their needs. The DEP will include, but is not limited to, the following services:

Students who are AR, AG, or AI will receive differentiated group reading instruction with AIG Specialists.

Students who are AM, AG, or AI will receive differentiated group math instruction with AIG Specialists.

Students who are IG will receive flexible small group lessons with the AIG Specialist. This may be a reading or math service, or may be a unique service focusing on STEAM, problem-based learning, self-advocacy, or executive functioning skills.

Students who are AR, AM, and AI and meet the criteria set forth by the school principal may receive single-subject acceleration.

9th-12th

All students may self-select and apply to attend the School of Inquiry and Life Sciences within Asheville High School, with an emphasis on advanced coursework.

Students enrolled at Asheville High School or the School of Inquiry and Life Sciences will, in the 9th grade, transition from DEPs to their School Schedules, representing their yearly services

Counselors and AIG specialists will consult with students about their needs for advanced educational opportunities. Students who need these opportunities may select from a variety of rigorous, advanced classes, including:

- Honors classes
- AP classes
- Dual enrollment with AB Tech/UNCA/NC School of Science and Math
- Connect Classes
- North Carolina Governor's School

- Credit By Demonstrated Mastery (CDM)
- North Carolina Virtual Public School (NCVPS)

Click here to remove the table and use only the narrative field.

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

K-5th

Students receive their school's Tier One Social and Emotional Learning (SEL) curriculum and instruction. This may include whole-class lessons with the counselor, the SEL teacher, or their classroom teacher. Counselors and AIG Specialists collaborate to meet the needs of students who need Tier Two SEL support for needs such as underachievement, perfectionism, and anxiety. Whole-class lessons or small group lessons by the AIG Specialist can include SEL topics such as mindset, perseverance, and goal setting. AIG Specialists collaborate with EC teachers to meet the SEL needs of students identified as twice exceptional.

6th-8th

Students' social and emotional needs will be met through Cougar Crew lessons, which utilize the Expeditionary Learning (EL) curriculum. Students have access to a school counselor, who may coordinate with relevant personnel (such as AIG Specialists, ML, and EC teachers). A school counselor serves on the AIG Services Committee and is one of the staff reviewers for students to participate in NCVPS classes.

9th-12th

Students' social and emotional needs will be met through access to a school counselor and coordination with relevant personnel (such as AIG Specialist, MLL, and EC teachers).

Click here to remove the table and use only the narrative field.

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

1. The Asheville City School System is currently working on a strategic plan. Currently, the three promises our district makes to our stakeholders are a sense of belonging, every second counts, and providing a challenging and relevant curriculum. To this end, our Board of Education has outlined a theory of action for teachers and staff. These actions include:
    a. Working collectively and cooperatively.
    b. Building a sense of belonging for each student.
    c. Ensuring no students are marginalized.

d. Using coaching, resources, and differentiated learning to effectively teach and assess standards.

e. Providing opportunities, resources, and support to each student to promote engagement in their own learning and a sense of agency in their school community.

f. Setting high expectations for each student and creating supportive learning environments through mutual accountability.

2. The AIG program connects with each action.

a. AIG Specialists work collectively and cooperatively with teachers, EC specialists, ML specialists, counselors, Instructional Facilitators, administrators, and other staff to meet the needs of advanced learners.

b. AIG Specialists work to create a positive learning environment that is safe, inclusive, and equitable. We work hard to be seen as a resource for the entire school community for differentiating and flexible grouping in the classroom for all students.

c. The AIG identification pathways use multiple criteria. We are continually looking to ensure that our identified population mirrors our student population by applying Ford's Equity Formula.

d. AIG Specialists provide professional development to staff in different ways. We attend PLCs. We offer individual coaching to teachers who seek this out for their PDPs. We provide whole school staff development when requested. We offer PD sessions on our district choice PD days. We also have a bank of resources at each school that teachers may borrow to use to increase rigor or differentiate in their classrooms. The AIG department maintains a page of resources on the district teacher resource webpage, the "curriculum hub".

e. AIG Specialists focus on talent development and meeting the needs of advanced learners. We offer unique classes, groups, and resources to promote engagement for students.

f. AIG Specialists help support teachers to set high expectations. We do this through PLC or individual coaching. We also advocate for our students and their needs at the classroom, school, and district levels.

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

1. Asheville City Schools utilizes the Professional Learning Community (PLC) model of teacher collaboration along with Multi-Tiered Systems of Support (MTSS). In these systems teachers and support staff (AIG specialists, EC teachers, Instructional Facilitators, ML teachers, Digital Lead Teachers, and school administrators) use data to inform instruction and grouping.

2. In grades K-8, some students will be placed in advanced flexible reading and math groups based on classroom mastery and/or student interest. Data will be used in PLCs and MTSS to create these groups. The AIG Specialist may lead these flexible advanced groups on a short-term rotating basis.

3.When school teams create classes for the following year in grades 4-8, students identified as AI will be clustered in classes with other students identified as AI, where possible. If a grade level at a school has more than 8 students identified as AI, two or more clusters will be made with a minimum of four and a maximum of eight students in each cluster. When possible, AIG Specialists are a part of creating class rosters in grades 1-8.

* **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.

1. AIG Plans are posted on the ACS website maintained by the AIG Coordinator.

2. At the start of a new plan cycle (Fall 2025) AIG Teachers will present to their school staff details of the new plan.

3. AIG specialists work with school principals to develop a plan to educate teachers about the AIG plan annually. This may include professional development in a whole staff setting such as a meeting or during small groups such as PLCs or grade levels. This will be ongoing throughout the plan cycle.

4. A member of the AIG Team will present to the New Teacher Training to inform new teachers to ACS about AIG policy.

5. AIG Specialists will share student DEPs with classroom teachers at the start of every school year.

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

1. AIG Specialists review data from other school districts and work with data managers to ensure new students with AIG identification receive AIG services.

2. Middle school AIG specialists meet with Elementary school AIG Specialists to facilitate this transition. AIG Specialists will conduct 5th to 6th grade and 8th to 9th grade transition meetings between the AIG students and the subsequent AIG Specialists.

3. At the high school level, school counselors and the AIG Specialist will communicate and collaborate with students on various services as needed.

4. Spreadsheets of student identification, ability data, and achievement data are shared from elementary to middle school. Middle school AIG student folders are moved to and stored at high school by graduation year. All AIG specialists meet to oversee file transfers from elementary to middle to high school.

5. AIG Specialists will meet with Special Education Specialists and Multiple Language Specialists to plan how best to serve students who are identified in those areas and AIG.

* **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.

1. AIG Service Committees meet with stakeholders to consider requests for acceleration. Committees review data and consider the Iowa Acceleration Scale as a method for determining need and action. Students may qualify for whole grade or subject-based acceleration. This is a principal decision informed by the AIG Services Committee.

2. Some students will receive compacted content based on need. AIG specialists will work with classroom teachers in PLCs to determine student needs.

3. School counselors/administration facilitate the credit by demonstrated mastery (CDM) process, as well as coordinate dual enrollment for eligible and interested students. They will also facilitate placement exams, so that students who need placement into a higher-level foreign language class (Spanish, French, and Chinese) can accelerate to the next level

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

1. All K-2 classrooms in Asheville City Schools will receive whole-class lessons taught by an AIG Specialist. The purpose of these lessons is to nurture potential, develop talent, and note gifted characteristics in the early grades. These lessons include content such as mindset and the brain science of learning, thinking skills, socratic seminars on art and literature, creativity, STEAM lessons, and communication skills.
2. AIG Specialists at the elementary level keep a watch list database of students who demonstrate gifted characteristics in these lessons for grades K-3.
3. AIG Specialists flexibly attend PLC meetings of K-3 classroom teachers. Instructional grouping decisions are made in these meetings. AIG Specialists may lead short-term flexible groups in grades K-2 based on data showing demonstrated student need.

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

1. All teachers in ACS receive professional development (PD) in racial equity. This PD includes but is not limited to training on historical data, racial bias and stereotypes, micro and macro aggressions, and culturally responsive teaching. This PD takes many forms, such as whole staff training, small group training, book studies, and community forums. AIG teachers are included in this training and, at times, lead aspects of this training.

2. In grades 3-8, students who demonstrate mastery of the topic may receive additional services that may include direct instruction with an AIG specialist within a flexible grouping. The AIG specialist will work with classroom teachers to ensure that students are identified for this instruction using equitable practices.

3. At the high school level, administrators and school counselors collaborate to remove barriers to access to advanced courses.

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

Schools provide a variety of before, during, and after-school extracurricular programs, which may include but are not limited to:

K-5

Battle of the Books

Lego club

Programming clubs

Arts and Drama clubs

Game clubs

Subject area clubs

Odyssey of the Mind

Student Leadership/Government

6-8
In 6-8 students choose elective courses. They can also participate in:

Academic Competitions

Battle of the Books

In Real Life (Student choice-driven after-school enrichment classes)

Invention Club (Edison Pitch)

MathCounts

Odyssey of the Mind

Quiz Bowl/The Twelve

Robotics

Science Olympiad

Speech and Debate

The Quill (Writing Contest)

9-12
Students have the opportunity to participate in a wide variety of clubs, organizations, and class selections that develop their needs, talents, and interests. Students can begin their own club or interest group if one is not already in place by applying to the Student Government Association. Organizations that currently are in place include areas of interest such as

academics

Speech and debate

arts and music

student leadership

health

service groups

mental health support groups

athletics

cultural affinity groups

environmental and social justice action

*** Ideas for Strengthening the Standard**

-Strengthen collaboration with the MLL and EC departments.

-Strengthen collaboration with counselors.

-Explore ways to deliver SEL support to AIG students.

-Explore ways to increase frontloading opportunities for more students to have access to advanced coursework.

Planned Sources of Evidence

*	DEPs and IDEPs
*	AIG Specialist schedules
*	Student schedules
*	Student enrollment lists for special schools and programs
*	PLC and collaboration agendas

Documents

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

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

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

1. AIG Specialists support classroom teachers in adapting the North Carolina Standard Course of Study (NCSCOS) to meet the needs of all students, including gifted learners. Teachers who serve identified gifted students may use, but are not limited to, the following methods for adapting the NCSCOS:

Curriculum compacting--Teachers administer pre-assessments to determine which standards need to be taught and will devote the majority of their instructional time to the standards that students have not yet mastered

Accelerated pacing--Teachers deliver the NCSCOS at a faster rate than that of a typical classroom.

Enrichment--Teachers select activities that relate to the NCSCOS that integrate creativity, collaboration, problem solving, and critical thinking.

Flexible subject grouping in all areas is recommended as best practice.

2. AIG Specialists support classroom teachers by providing resources, modeling instructional strategies, and participating in collaborative planning, such as PLCs. Specialists support teachers in differentiating instruction for all advanced learners.

3. Content and pace are differentiated for high ability learners including but not limited to: cross-grade subject instruction, flexible grouping for acceleration based on assessments, high school math courses offered at the middle school level, NCVPS online courses, Honors/AP classes at the high school level, dual enrollment courses at AB Tech, UNCA, and NCSSM, Connect Classes for high school students, Credit by Demonstrated Mastery (CDM), and 1:1 laptop initiative in elementary, middle and high schools.

4. The AIG Elementary Specialists may deliver whole-class enrichment lessons that relate to the NCSCOS but are deeper and/or more complex than typical classroom instruction.

5. Students who have mastered grade level curriculum may be referred to the school principal to determine if grade level acceleration is the best course of action to meet student needs. This process would be facilitated by the AIG Services Committee using the IOWA Acceleration Scale with input from classroom teacher, AIG Specialist, Administration, parents and school psychologist. Grade skipping is a principal’s decision.

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

1. Along with classroom differentiation the following instructional practices are promoted and/or used in ACS:

Socratic Seminars, integrated technology for enhanced instruction through problem-solving, critical thinking skills lessons, enriched and individualized vocabulary studies, problem-based learning units, inquiry-based instruction, faster pacing, acceleration, higher-order questioning, utilizing research-based curriculum resources for high-ability learners, accelerated learning through honors level courses, dual enrollment, AP courses, online learning, content pacing guides, tiered assignments, and choice menus.

2. AIG Specialists work with classroom teachers to share strategies, model instruction, and provide resources.

3. Classroom teachers are encouraged to administer pre-assessments and utilize the data to inform flexible instructional groups based on ability, skills, and interests. AIG Specialists will support this process in PLCs. The AIG Coordinator and Specialists will work with district curriculum and instruction leadership to facilitate this process for teachers.

* **Practice C**

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

1. Teachers use district recommended curricula and materials for instruction. In 2025 these include Wit and Wisdom, Bridges Mathematics, Heggerty, Fundations, My Perspectives, Reveal Math, and others.

In addition, all staff are currently being trained in Expeditionary Learning.

2. AIG Specialists utilize a library of resources that includes but is not limited to: M3 math, Junior Great Books, Hands on Equations, Paideia seminars, and Project Based Learning experiences from Sheila Gallagher's William and Mary literacy materials, Interact Simulations, Michael Clay Thompson's language and vocabulary resources, Challenge Math, NOETIC Math, and Words Their Way.

3. The AIG Team will compile a pool of resources for teachers to use that will be listed on the ACS Curriculum Hub website. This site, which is for district staff, houses resources for all curricular areas. Our goal is to have this resource ready during the 1st semester of the 2025-2026 school year, to add to it, and to refine it as needs change in our district.

* **Practice D**

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

1. ACS students have access to a 1-to-1 laptop initiative. All schools have a Digital Lead Teacher (DLT) to support and facilitate these future ready skills in the digital world. Many schools have a makerspace supported by the DLT and Media Coordinator.

2. Classroom teachers and AIG specialists use strategies and resources to promote higher level thinking included but not limited to: STEAM projects, Project-based learning (PBL), critical and creative thinking, Socratic Seminars, simulations, William & Mary Center for Gifted Education Curriculum, collaboration, and problem-solving strategies.

3. All students receive digital citizenship lessons facilitated or supported by the Digital Lead Teacher. Many students collaborate and create using digital platforms with the support of the DLT.

4. Students at middle school and high school who meet the application criteria participate in the National Junior Honor Society. There are many other clubs and organizations that support cultivating leadership.

5. Book studies and Bibliotherapy are used to support the specific social and emotional needs of gifted students.

6. AIG specialists will teach whole-class lessons to all K-2 students, addressing topics such as growth mindset, the brain science of learning, and thinking and communication skills.

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

1. ACS utilizes several assessment tools to inform differentiation planning for all students including gifted learners across each of the grade spans (eg: K-2 assessment materials, MClass, NC Check Ins, EOG/EOC, USNS, CogAT, and classroom common formative and summative assessments).

2. Assessments are used for the following site-based decisions: flexible grouping of students to facilitate advanced pacing for math and reading; adapting resources to support the needs of advanced learners; continually screening student data for advanced Reading and Math identification.

3. Some schools have a scheduled block of time every day for small groups. Ongoing assessment is used to place students in these groups. This is the designated time AIG Specialists meet with advanced Math and Reading groups and talent development students. This designation allows for greater collaboration and consistency.

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

1. AIG Specialists meet with grade level and subject area PLCs to plan differentiated instruction. Small group times in K-5 allow all staff in a building to deliver differentiated instruction. AIG Specialists regularly check in and meet with MLL teachers to discuss the service of MLL students.
2. AIG Specialists regularly meet with EC teachers with whom they co-serve twice exceptional students to collaborate on how to best meet the needs of these students. This includes attending IEP meetings for these students and planning their service time.
3. School counselors collaborate with AIG specialists and other student service personnel to assist in student scheduling to meet their individual needs in middle and high school.

*** Ideas for Strengthening the Standard**

Create a more direct collaboration for AIG Specialists to help students in course selection for middle and high school.

Create a schedule for AIG staff to collaborate with MLL, EC, and counseling staff.

Planned Sources of Evidence

* PLC agendas

*	Lesson Plans of classroom teachers and AIG Specialsits
*	student class schedules, school master schedules

Documents

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

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

ACS provides an AIG Coordinator. The AIG Coordinator is required to have AIG licensure.

AIG Coordinator Responsibilities:

1. Oversee documentation for identification and student education plans in collaboration with the AIG Specialists.

2. Coordinate implementation of gifted education professional development for district staff and AIG Specialists in collaboration with district leaders.

3. Coordinate stakeholder input, collaboration, and communication through the AIG Advisory Group, school-based information events, and website updates.

4. Collaborate with district leadership as an advocate for the AIG Program, including gifted learners and AIG Specialists, and the implementation of the AIG plan.

5. Participate in regional and state meetings and professional development.

6. Facilitate AIG Department meetings to develop full-program capacity.

7. Facilitate the Procedure to Resolve Disagreements.

8. Maintain the ACS AIG website.

9. Present AIG plan information to the ACS School Board and oversee the creation and implementation of the AIG plan.

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

The District AIG Team employs six full-time personnel. Staffing allocations will include staff for elementary, middle, and high schools. AIG Specialists provide direct services to gifted students at each school site.

AIG Specialists are responsible for addressing the academic and social/emotional needs of students through tasks including but not limited to

1. direct instruction to identified gifted students
2. direct instruction to students receiving talent development
3. whole class instruction for nurturing potential in grades K-2
4. identifying students and creating Student Eligibility Records and Differentiated Education Plans
5. leading the school based AIG Services Committee
6. insuring that DEPs/IDEPs are kept up to date and carried out
7. providing professional development to staff
8. developing differentiated curriculum and instruction
9. collaborating with their school staff and the district AIG team
10. maintaining student records
11. communicating with caregivers

* **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.

1. Student services personnel, school administrators, classroom teachers and instructional specialists will familiarize themselves with the ACS AIG Plan.
2. Teachers can receive training and support in meeting the needs of gifted learners academically and socially-emotionally through professional development as allotted by district and building-level administrators. These trainings may take place on district-level PD day break-out sessions, school staff meetings, in PLCS, or on an individual basis with teachers on request.
3. All Beginning Teachers (BTs) will receive training from an AIG Specialist as part of their BT Training.
4. All new to ACS teachers will receive training at their new to district orientation.

* **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.

1. Building -level administrators, in collaboration with AIG Specialists, place AIG students in classes to ensure service delivery, including cluster grouping. Cluster group students are matched with teachers who have a proven track record of success with meeting the academic and social and emotional needs of highly gifted learners. AIG Specialists will collaborate with teachers to ensure they have the support needed for meeting the needs of their students.
2. Teachers who have a cluster of AI students in their class will be required to meet with an AIG specialist to provide training in best practices for gifted students.

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

1. ACS will continue to recruit educators of diverse backgrounds, including AIG specialists.

3. AIG Specialists will be part of the interview committee for hiring new AIG Specialists and/or AIG Coordinator wherever possible.

4. AIG Specialists will work with staff who show an interest in advancing their own learning about reaching gifted learners and encourage them to work towards their AIG licensure.

5.The AIG Coordinator will work with district-level administrators towards the creation of a district incentive plan for AIG licensure.

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

1. AIG specialists will coordinate with building administrators or district administrators to offer professional development as needed on identifying and serving the needs of students from underserved populations. Elementary specialists can utilize the TOPS Form from USTARS-PLUS with elementary teachers.

2. All teachers in ACS receive professional development in racial equity on a yearly basis. This PD includes but is not limited to training on historical data, racial bias and stereotypes, micro and macro aggressions, culturally responsive teaching, and materials. It takes many forms, including whole staff training, small group training, book studies, and community forums. AIG teachers are included in this training and at times, lead aspects of this training.

* **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.

1. AIG Specialists will meet in PLCs with teachers to collaborate on how to differentiate and supplement lessons.

2. AIG specialists will rotate attendance at the NCAGT conference to learn current best practices in AIG education.

3. ACS district initiatives are focusing on Expeditionary Learning and Equity. AIG Specialists will take part in these trainings and will deliver PD connecting these initiatives to AIG instruction and the AIG State Standards as called upon to do so by district and site based administrators.

4. All AIG Specialists at the elementary and middle school levels work closely and consistently with teachers on an as needed basis to attend PLC's and other collaborative meetings. Through the examination of data and planning for instruction, AIG Specialists on site have opportunities to co-plan with teachers for the benefit of all students.

*** Ideas for Strengthening the Standard**

1. Two of our AIG Specialists help create a book study for Zaretta Hammond's Cutrually Responsive Teaching and the Brain. Explore how to utilize this with more staff and new staff.

2. Continue to offer multiple PD sessions on ACS Curriculum Conference Days, when teachers have choice in what they learn.

3. Create a protocol for coaching teachers to work with AIG students.

Planned Sources of Evidence

*	AIG Coordinator and Specialist Schedules
*	PD Choice Day Catalogs
*	PD Presentations for staff
*	Minutes from collobarative meetings and PLC agendas

Documents

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

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

1. Caregivers and community members are invited to information sessions to learn about the current ACS AIG Plan.

2. Caregivers may be included in the development of identified students' DEP/IDEPs.

3. Caregivers are notified and receive the DEP/IDEP and SER if their student is identified as gifted and will sign a permission to serve form and return the form to the school.

4. Caregivers are notified if a student is receiving talent development (flexible grouping) services.

5. Caregivers are notified when student services or AIG designation change based on new data and/or need and will receive a new SER and IDEP when updated.

6.. AIG Specialists may attend caregiver/student/teacher conferences as able.

7. The AIG Coordinator maintains a district website with information about resources for families.

8. The AIG Specialists send caregivers newsletters/information about the programs at each individual school at least twice a year, but preferably more often.

9. The AIG Specialists maintain individual websites with information for caregivers and/or students.

10. AIG Specialists have a resource bank they share with caregivers through websites, newsletters, and physical book check out. These resources include a variety of topics related to parenting gifted children such as perfectionism, underachievement, neurodivergence, and anxiety.

* **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.

1. ACS partners with local and state organizations such as the ACS Foundation, Mission Hospital, Appalachian State, UNCA, AB Tech, North Carolina School of Science and Math (NCSSM), and North Carolina School of the Arts, to offer opportunities for students. These opportunities also include student exchange programs with the Asheville Rotary Club, internships, and Summer Ventures.

2. ACS employees seek grant opportunities from community organizations to bring a variety of enrichment opportunities into the classroom. (examples: Teaching Artist Presenting in Schools, Asheville City School Foundation, and local PTO orgnaization grants)

3. ACS partners with UNCA, NCSSM, and AB Tech to offer high school students dual enrollment courses for college credit.

4. An AIG Specialist, working with the high school counselors and staff, helps facilitate the North Carolina Governor's School, Summer Ventures, Rotary Club foreign exchange, and the North Carolina School of Science and Mathematics enrollment process

* **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.

1. The District AIG Team works with the AIG Advisory Group to develop and monitor AIG plan implementation and to promote continuous improvement.

2. The District AIG Team monitors the makeup of the Advisory Group to continue a balanced and diverse representation of all stakeholder groups (K-12), including counselors, school board members, district administration, classroom teachers, parents and community stakeholders. Our current (2025) group includes the MLL Coordinator and SEL Coordinator for our district.

3. AIG Advisory Group will consist of members that reflect the diverse population of ACS.

4. During the plan revision year, the AIG Advisory Group meets a minimum of four times. In a non-revision year the Advisory Group meets at a minimum once a year to update all stakeholders regarding plan implementation.

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

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

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

1. AIG Specialists hold school-based parent meetings, and/or attend school-based curriculum nights to inform caregivers of our plan and program.

2. The AIG Coordinator creates a link to the ACS AIG Plan located on the district website, and AIG Specialists will include it on school AIG websites.

3. The AIG Coordinator maintains the AIG website with current and relevant information for program transparency.

4. AIG Specialists share newsletters with stakeholders, parents and administration.

5. Members of the District AIG Team will present information and updates to the ACS Board of Education.

6. Glossary is included in the AIG plan appendix so all readers can have a common understanding of vocabulary.

7. AIG Specialists utilize newsletters, social media posts, and flyers to keep families informed of opportunities that would benefit high-ability learners.

8. The AIG coordinator will work with the Student Services Department to create digital copies of district AIG forms in other pertinent languages.

9.AIG Specialists collaborate with MLL personnel as needed for translation with our MLL parents and population. The AIG Specialist will work together with MLL teachers/District programing to ensure that translations in other needed languages are available.

10. In middle and high school, students themselves are informed of advanced learning opportunities through their school based emails.

*** Ideas for Strengthening the Standard**

Work to build stronger communication with the NCSSM.

More consistency in communication between AIG Specialists and caregivers from school to school.

Work to establish partnerships with more community groups to specifically support AIG students.

Planned Sources of Evidence

*	AIG Website and School AIG websites
*	AIG teacher newsletters
*	Meeting Presentations and Meeting Minutes
*	Conference Records

Documents

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

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

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

1. The ACS AIG Advisory Group meets to offer feedback on the local AIG plan. The group represents AIG staff, school administrators and invites district administrators, classroom teachers, college and university partner representatives, the MLL Coordinator, the SEL Coordinator, a school psychologist, caregivers, students, and a board of education representative.

2. The District AIG Team solicits feedback from surveys to AIG caregivers, staff, and students that assists in the development of the ACS AIG Plan.

3. The District AIG Team completes the program self-assessment from DPI and uses the data/information in the self assessment to guide plan revisions with input from the Advisory Group.

4. By July 2025, the ACS AIG Program will have approval for the AIG Plan from the Local Board of Education and submit the plan to the State Board of Education/Department of Public Instruction for comments and considerations.

5. The AIG Coordinator or designee attends state and regional area meetings with the DPI staff to help support plan development and improvement.

* **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.

1. ACS AIG Plan implementation is monitored by the AIG Coordinator, the District AIG Team, and the AIG Advisory Group.

2.The ACS School Board Attorney will ensure that the AIG Plan is in compliance with all North Carolina legislation.

3. The AIG Coordinator completes Interim Reports to NCDPI to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district level staff, and other key stakeholders.

4.. The District AIG Specialist team meets a minimum of six times a year. . Agendas may include but are not limited to: plan implementation, data review, resources, student IDEP Plan Review, school-based needs, advisory group planning, AIG regional meeting updates, AIG team book studies, implementation of research-based best practices, lesson planning, identification/assessment data, and/or AIG presentations/professional development.

5. The AIG Coordinator will conduct site visits to every school during the 3 year plan cycle. This visit will include support for the school, monitoring of student files and services, and documentation of strengths and needs.

* **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.

The AIG Coordinator works with the Assistant Superintendent of Curriculum and Instruction to align the plan with budgeted resources. All state money is currently allocated to staff. Additional staff and needs are paid from local or other designated funds. Budgetary items are allocated based on need and value added for gifted populations.

* **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.

1. AIG Coordinator and District AIG Team gathers and analyzes AIG student growth and achievement data for the purposes of planning instruction and to recognize trends. Trends and patterns are shared with building and district level administration, as well as the Board of Education when requested.

2. ACS Testing and Accountability Department will disseminate EOG/EOC data using specific AIG student qualification areas, matching their reading and math EOG/EOC data to share this with all stakeholders.

3. The District AIG Team disaggregates data based on AIG services to monitor the academic growth of AIG students, located in the AIG District Database, organized by each graduating class. Identification data for 3rd grade students will be analyzed using the Ford 20% Allowance. Talent development databases will also be kept to see if these students are eventually identified, since this is our goal.

4. AIG Specialists, student support personnel, and system data managers monitor AIG dropout data.

* **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.

1. The District AIG team standardizes spreadsheets used to monitor AIG student data, including demographics. If a student is referred, they are added to the spreadsheet. As new testing data is received, it is added to the database. As services change, this is kept track of in the database. If a student exits the district, this is noted in the database.

2. ACS will not remove gifted identification from a student. If the student needs to temporarily stop AIG Services, this decision will be made in collaboration with the classroom teacher(s) and caregivers. This will be noted in the database.

3. The District AIG Team monitors student participation in AIG Specialist-led talent development flexible grouping with the aim of having groups be representative of our overall student population.

5. In grades K-2, AIG specialists and classroom teachers collect observational and/or performance data that might be utilized in the referral process. Special attention is given to nurturing observed gifted characteristics in racially and culturally diverse groups and ML students.

6. The District AIG Team will apply Donna Ford's 20% allowance to each new third-grade identified cohort. If groups are far outside the limits of acceptability for equity, the AIG Services Committee at schools will investigate the reasons for this and work to nurture the talent of underrepresented groups.

* **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.

1. The AIG Coordinator works with ACS Student Services to maintain a current list of AIG licensed personnel. The AIG Specialist encourages building-level administration to have teachers with AIG licensure to teach cluster-grouped classes, serve on their schools AIG Services Committee, and maximize the use of the knowledge of these staff.

2. The AIG Coordinator works with the Human Resources Director to ensure that administrators and appropriate school personnel have access to the credentials of personnel working with AIG students.

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

1. The AIG team administers surveys to caregivers, teachers, and students at least once per plan cycle to gather feedback. The District AIG team utilizes survey data from caregivers, teachers, and stakeholders to inform decisions about plan goals and school-level needs.

2. AIG Specialists hold caregiver information nights and are in attendance at school-wide events.

3. The District AIG Team utilizes feedback from the Advisory Group to review and revise the Local plan. Feedback is taken in both written form, exit ticket surveys, and group discussion. This feedback is directly used when creating the new AIG district plan.

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

1. NCDPI Plan Review information is shared with the Advisory Group, district leadership, and principals.

2. Plan review information is accessible via the ACS AIG website.

3. AIG data and our plan is presented publicly at the Board of Education work session and/or meeting.

4. AIG Specialists will present to their school staff yearly, including AIG plan evaluation data.

5. AIG Specialists will include program evaluation information at yearly parent meetings.

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

ACS safeguards the rights of AIG students and their caregivers through the following procedures.

Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* 1. Caregivers receive a letter informing them of the dates of the universal screening administered to all students in 2nd and 6th graders. The results are shared with caregivers. 2. If a student is referred for gifted services, caregivers are asked to give consent for additional testing. This may be done by the Permission to Evaluate Form or by direct email contact with the AIG Specialist.
Informed consent for placement	* Caregivers will be sent initial SER and DEP placement by mail. They will sign the Permission to Serve Form and return to school indicating if they agree or do not agree for their student to receive AIG Services.
Transfer procedures	* Transfer students formally identified as gifted in other schools will be identified as gifted in ACS. All available data will be used to determine services. Transfer student data will be reviewed as soon as the student enrolls and documentation of identification is received from the caregivers or previous school. Caregivers will be given the Permission to Serve Form to return to school. If a student transfers to ACS after 2nd grade, they may be referred for gifted services using the Referral Form and if there are data points or observations of giftedness, the AIG Specialist at the student's school may give them an aptitude measure during one of our two referral windows.
Reassessment procedures	* Student data is continually reviewed. Students will have new EOG data yearly, and benchmark data (USNS and MCLASS) three times a year. Students in Asheville will be universally screened with the NGAT in 2nd grade and again with the nonverbal section in 6th grade. If a need arises for reassessment, we will consider giving another aptitude test at least 2 years after a previous test.
Procedures to resolve disagreement	* **AIG disagreements will follow district Policy Code 1740/4010 Student and Parent Grievance Procedure** **In the event that the procedure described below fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the procedure to resolve disagreements set out above has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Regardless of the outcome of the appeal, in no case shall Asheville City Schools be responsible for parent/guardian legal fees.** **Policy 1740/4010** **A. Options for Resolving Complaints**

A. Options for Resolving Complaints

The Board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the Board has provided opportunities for students and parents to express their concerns through processes established in Board policies. Policy 1742/5060, Responding to Complaints, identifies these different processes, including a mechanism for resolving complaints in an informal manner.

While the Board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or Superintendent for further information and copies of all applicable Board policies.

B. Definitions

1. Days

Days are working days, exclusive of Saturdays, Sundays, vacation days, or holidays, as set forth in the school calendar. In counting days, the first day will be the first full working day following the receipt of the grievance. After May 1, time limits will consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal complaint regarding specific decisions made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not limited to, circumstances such as when a student or parent believes that Board policy or law has been misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific Board policy providing a process for addressing the concern, or upon which the Board is without authority to act. 4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Parent

All references to parent include a student's parent, legal guardian, legal custodian, or another caregiver adult authorized to enroll a student under policy 4120, Domicile or Residence Requirements.

C. Timeliness of Process

The number of days indicated at each step of the grievance process should be considered a maximum, and every effort should be made to expedite the process.

Failure by a school system official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at the current step, unless the grievant has notified the appropriate school system official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. General Requirements

1. No reprisals of any kind will be taken by the Board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.

2. All meetings and hearings conducted pursuant to this policy will be private.

3. The Board and school system officials will consider requests to hear grievances from a group of grievants, but the Board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel. At any meeting or hearing during the grievance process, a student grievant may be accompanied by a parent as well as a representative.

E. Process for Grievance

1. Filing a Grievance

a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.

b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 day period that claims a violation, misapplication or misinterpretation of state or federal law, the Superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, and parents should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any Board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or student believes has been misapplied, misinterpreted or violated; and (4) the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060 is appropriate, and the principal shall address the concern following that policy.

d. Even if the principal is the employee whose decision or action is at issue, the student or parent must submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student or parent may submit the grievance directly to the Superintendent or designee.

e. If a student or parent wants to initiate a formal grievance regarding a decision by the Superintendent that directly and specifically affects the student or parent, the general process described in this policy will be used, except that the grievance will be submitted to the Executive Director of Human Resources, who shall forward the grievance to the Board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the grievant within five school days after the grievance has been filed with the principal.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the grievance within 10 days of meeting with the grievant. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response will be filed with the Superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the Superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The Superintendent may review the written documents and respond or the Superintendent may schedule and hold a conference with the grievant, principal and any other individuals the Superintendent determines to be appropriate within five school days after receiving the appeal. c. The Superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the Superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of education policy or procedure, the grievant will have the right to appeal a final administrative decision to the Board of education (see subsection E.5.a, Mandatory Appeals, below). If a grievant has not alleged such specific violations, he or she may request a Board hearing, which the Board may grant at its discretion (see subsection E.5.b, Discretionary Appeals, below).

a. Mandatory Appeals

1) If the grievant is dissatisfied with the Superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of education policy or procedure, the grievant may appeal the decision to the Board within five days of receiving the Superintendent's response.

2) A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3) The Board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1) If the grievant is dissatisfied with the Superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local Board of Education policy or procedure, then within five days of receiving the Superintendent's response, the grievant may submit to the Superintendent a written request for a hearing before the Board of education.

2) If the full Board will be meeting within two weeks of the request for a hearing, the Board will decide at that time whether to grant a hearing. Otherwise, the Board Chairperson and Board Vice Chairperson will review the request and determine if a hearing should be granted or will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the Superintendent's decision on the written record only; or (3) grant a hearing. The Board Chairperson or the panel will report the decision to the Board. The Board may modify the decision of the Chairperson or the panel upon majority vote at a Board meeting.

3) If the Board denies the appeal, the decision of the Superintendent will be final and the grievant will be notified within five days of the Board's decision.

4) If the Board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500.

5) The Board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

F. Notice

The Superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. Records

Appropriate records shall be maintained in accordance with state and federal law.

*** Ideas for Strengthening the Standard**

1-More intentionality with mid plan AIG Adviosry Group Meetings.
2-More consistency with AIG Coordinator including long term goals setting.

Planned Sources of Evidence

*	AIG Advisory Group meeting invitations, agendas, and presentations.
*	Surveys with Feedback
*	Presentations to School Board and Central Office Leadership Team
*	AIG Team meeting agendas and calendar

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	ACS Policy Code 17404019 Grievance Procedure

Local Board of Education Approval

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/09/2025

AIG Related Documents

Asheville City Schools (111) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	ACS Board AIG Plan Signed Commitment 2025-2028

Optional Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	ACS AIG Identification Chart 2025-28 AIG Standard 1 Additional Resources AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	AIG Standard 2 Additional Resources AIG Standard 2 Additional Resources
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	ACS Policy Code 17404019 Grievance Procedure

Phrase	Definition
A-B Tech Dual Enrollment:	Students can earn high school and college credit during the school day. Tuition is waived by the Huskins Bill. Students attend classes on the A-B Tech campus.
Academically Gifted (AG)	Designation of a student meeting the criteria for advanced reading and advanced math.
Academically Gifted in Math (AM)	Designation of a student demonstrating giftedness in math.
Academically Gifted in Reading (AR)	Designation of a student demonstrating giftedness in reading.
Academically and Intellectually Gifted (AI)	Designation of a student identified as academically and intellectually gifted.
Accelerated Instruction	Increasing the pace of instruction, often using pre-assessments, to ensure new learning occurs.
ACCESS testing	developed by WIDA (World Class Instructional Design and Assessment), ACCESS is a standardized assessment used to measure English language proficiency in students who are identified as multilingual learners (ML).
Advanced Placement Courses (AP)	Advanced Placement (College Board) courses offer a pace and academic rigor equivalent to college-level courses. Students must be motivated to work hard to master the subject matter, and they also require studying the content in greater depth. The student has the opportunity to be given credit for completion of college-level coursework.
AIG Specialist Support	The AIG Specialist assigned to a school assists in the delivery of service, based upon the needs of the students in that school. This may include direct support to students or serving as resource persons for teachers and other staff.
Aptitude Test	Aptitude Test a group-administered assessment that measures students' learned reasoning and problem-solving abilities through a battery of verbal, quantitative, and/or nonverbal test items. Asheville City Schools administers the Naglieri General Abilities Test (NGAT) beginning in Fall 2025. Previously, we have administered the Cognitive Abilities Test (CogAT)
Asheville City Schools AIG Advisory Group	A group that represents our district's stakeholders (K-12), including counselors, school board members, district administration, classroom teachers, and caregivers to assist in the development and monitoring of the AIG plan implementation and to promote continuous improvement.
Cluster Grouping (CG)	Highly gifted students are placed in the same grade level class with a teacher trained to work with them and devote proportional class time to differentiating for them. A cluster group consists of 5-8 students. This grouping practice ensures that the highly gifted are grouped with intellectual peers for a significant portion of each school day.
Composite Score	a single score that summarizes a test-taker's performance by combining scores from multiple individual tests or assessments. Asheville City Schools uses the VQN Composite for intellectually gifted identification. The VQN is a composite of the verbal, quantitative, and nonverbal sections.

Credit by Demonstrated Mastery (CDM)	a process of taking tests or creating artifacts showing competency in the area of a high school class to receive credit without taking the course through seat time.
Cross Grade Subject Grouping	Students spend part of the school day in the next higher grade for a specific subject or subjects.
Curriculum Compacting	Streamlining the regular curriculum to allow time for enrichment, accelerated content, and independent study. This strategy usually involves preassessment of what the student has already mastered.
Differentiation	An approach to teaching that advocates active planning for and attention to student differences in classrooms in the context of high-quality curriculum. Modifications can be made to content, process, product, and/or learning environment.
Differentiated Education Plan (DEP)	Form that the AIG Services Committee signs off on that lists the services an identified AIG student will receive in Asheville City Schools.
Digital Lead Teacher (DLT)	A specialized teacher who focuses on digital learning at their school. They support teachers and work with students in a digital environment.
District AIG Team	AIG specialists from all elementary, middle school, high schools and the AIG District Coordinator.
Dual Enrollment	Enrollment in two different schools simultaneously. This option allows students to take coursework at UNCA/AB TECH while still being enrolled in high school.
End-of-Grade Test (EOG)	A North Carolina end-of-the-year test in Reading and Math (3rd-8th) and Science (5th). Third graders also take the Beginning-of-Grade Test (BOG) in reading only.
End-of-Course Test (EOC)	A North Carolina end-of-course test taken at the end of a high school level course in Biology, Math I, and English II.
Enrichment	An instructional strategy that allows students to explore new ideas, skills, and concepts and/or study more broadly and deeply ideas already introduced.
Exceptional Children (EC)	Designation for students who have different educational needs than the average child. In North Carolina, gifted students are not designated EC.
Flexible Grouping	Grouping students in different ways for delivering instruction, such as whole class, small group, and partners. Groups change based on need and situation.
Gifted Underachiever	A student who has shown in some way that he/she may be gifted but does not achieve as expected in the school environment.
Grade Skipping	A student is considered to have grade skipped if he or she is given a grade level placement ahead of his or her chronological age peers. Grade skipping may be done at the beginning or during the school year. The IOWA Acceleration Scale is used as a tool to assist in making this decision, but in ACS it is a principal decision.
Honors Classes	Honors-level courses exceed the standard course of study in both quantity and quality of work expected. These courses meet the North Carolina State Board of Education standards.
Independent Study	Structured projects agreed upon by student and supervising teacher that allow a student to individually investigate an area of high interest or to advance knowledge.

Individual Differentiated Education Plan (IDEP)	An alternative to the Differentiated Education Plan, the Individual Differentiated Education Plan considers the unique needs of the students who have intellectual gifts but do not meet the criteria for the Differentiated Education Plan. The plan will be approved by the District AIG Services Committee.
Intellectually Gifted (IG)	designation of a student who has demonstrated advanced intellectual ability
Internship	Service delivery option that involves working off campus with an expert in a field of interest.
Inquiry Based Instruction	A pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions.
Local Norms	comparing a student's performance to students within a specific school, district, or other local group, rather than a national average.
Makerspace	Creative spaces where students can gather to create, invent, and learn often with the support of a teacher.
mCLASS	achievement measures designed to determine proficiency in key literacy skills like phonemic awareness, phonics, and comprehension. Portions are administered to all students in elementary school in Asheville City Schools.
Mentorship	A teaching strategy that involves the establishment of a one-to-one relationship between a student and an expert in a specific topic area or career
Multi-Tiered Systems of Support (MTSS)	is a framework used in schools to provide targeted academic, behavioral, and social-emotional support to all students
Multilingual Learner (ML)	Students who speak more than one language and for who English is not their primary language.
Multiple Criteria	Using information from many sources to identify those students who require AIG services. Multiple instruments provide information about students from various perspectives.
National Norms	comparing a student's performance to those in a large, nationally derived average
Neurodivergent	differing in mental or neurological function from what is considered typical or normal (frequently used with reference to autistic spectrum disorders); not neurotypical.
North Carolina Standard Course of Study (NCSOS)	standards for each subject and grade area that NC students must meet and teachers must teach
North Carolina School of Science and Math (NCSS	a public residential high school OR online courses that NC high school students can apply to attend, focusing on advanced science and math.
North Carolina Virtual Public School (NCVPS):	online classes offered in NC to middle and high school students
Problem Based Learning (PBL)	Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.
Professional Learning Community (PLC)	Is a group of educators that meets regularly, analyzes student data, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.
Scaffolding	Practice where teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance.
Service Learning	Activities that engage students in work for the welfare of the community.

Service for Online Learning	Students are enrolled in the North Carolina Virtual Public School (NCVPS) for online courses based on an application process and committee review.
Site-Based AIG Services Committee	At each school, there are representatives from stakeholder groups who are tasked with reviewing potentially AIG students, student data, and making decisions on individual cases, as well as any pertinent information regarding AIG at that school. Committee members include, AIG Specialist, administration, counselors, a K-2 teacher, and a 3rd-5th grade teacher.
Stakeholders	Stakeholders include students, parents, family members, teachers, administrators, and other community members. These individuals have a vested interest in the success of the program and can influence its design and implementation.
Student Eligibility Record (SER)	Form that shows how a student was identified as gifted in Asheville City Schools.
Socratic Seminars	A formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others.
Subgroups	Asheville City Schools defines subgroups using data listed in PowerSchool, which follows Federal guidelines for reporting race and ethnicity. The groups listed are ethnicity: Hispanic or Latino; race: American Indian or Alaska Native, Asian, Black or African, Native Hawaiian/Other Pacific Islander, White.
Talent Development	AIG Teachers work with students who are not identified as AIG but have shown gifted characteristics to improve student skills and abilities to work towards gifted identification and to help them reach their potential.
Twice Exceptional Students (2E)	individuals who exhibit both intellectual giftedness and a learning or developmental challenge, such as ADHD, dyslexia, or autism. They have strengths in some areas while also experiencing difficulties in others.
Underserved Populations	Groups traditionally underserved in gifted programs, which include culturally/ethnically diverse students, economically disadvantaged students, English Language Learners, highly gifted students, and twice-exceptional students.
Universal Screening	a process where all students in a class, grade, school, or district are assessed using the same measure
Whole Class Nurturing	Whole-class nurturing is lessons facilitated by the AIG Specialist in collaboration with homeroom teachers to model higher-order thinking activities to accelerate learning and aid in talent development