

Mission/Vision Statement and Funding

Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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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)

Our Vision: Transylvania County Schools **leads** education by **cultivating resilient, future-ready** students.

Our Mission: We are dedicated to academic **excellence** by fostering a **safe, supportive** and **innovative** learning environment.

Four Strategic Priorities

1. Student Achievement

- Become the first choice for our residents by consistently meeting and/or exceeding growth and proficiency targets in reading and math.
- Offer work-based learning opportunities that connect education with real-world experiences better preparing our students for the workforce.
- Ensure that all students acquire essential STEM-based problem-solving skills--including Science, Technology, Engineering, and Math--and gain experience with Artificial Intelligence (AI), recognizing these as critical competencies across all future careers, including every Career and Technical Education pathway.

2. Human Resources/Quality Staff

- Maintain a higher-than-state average retention rate, ensuring staffing stability according to the Annual State of the Teaching Profession report.
- Strengthen the entire employee pipeline by implementing a "grow your own" strategy, cultivating future employees and teachers from within our community.

3. Communication & Community Engagement

- Enhance engagement opportunities for students, families, and staff to build a thriving school community.
 - Engage and inform stakeholders through clear, concise communication and proactive promotion across multiple media outlets.
 - Expand local education and economic development partnerships.
4. Safe & Innovative Learning Environment
- Create comprehensive short- and long-range facility plans to ensure our schools are equipped for future growth and success.
 - Consistently meet or exceed local, state, and national safety and maintenance standards to ensure a secure and well-maintained learning environment.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 196,022.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	* 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. Recognizing that our students have diverse educational accomplishments and experiences, and especially that students manifest strengths and gifts at different ages, Transylvania County Schools (TCS) uses both referral and screening processes at all grade levels. Students may be referred for potential AIG identification by parents/guardians (K-12), self-referral (9-12), or educators (K-12). AIG specialists actively seek educator referrals using referral windows at the end of grading periods and state testing. However, referrals are accepted any time. The AIG coordinator maintains an electronic "Talent Scout" form available on the AIG webpage and communicates referrals to the appropriate school's AIG specialist. TCS universally screens 3rd grade students for AIG using the CogAT Screener. Additional universal screening points follow required state tests (grades 3-12), the PreACT (grade 10), and ACT (grade 11). AIG specialists also look for indications of rapid growth or blossoming potential in students' data trends (K-12). The TCS enrollment form asks whether new students participated in gifted/talented programs at their previous schools, and positive responses generate automatic email notifications to instructional leaders or AIG specialists. These referral, screening, and notification processes lead to AIG identification at all grade levels.
* 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. TCS believes each student is distinguished by a dynamic balance of strengths, interests, accomplishments, avenues for growth, and needs. This balance shifts as students gain experience and confidence; acquire academic and practical knowledge and skills; and both discover and develop their latent strengths and talents. In striving toward an equitable identification process which includes potential for achievement, TCS also includes the following evaluations of student performance: growth or trend data from local or state standards-based assessments showing sustained, rapid acquisition of skills or content knowledge in comparison to local, state, or national norms (K-12) analysis of local norms on state or national assessments (grades 3-11) WIDA scores from English Learners testing (K-12) rapid progress through the English Learners program or exit from services individual assessments conducted by school psychologists (K-12) observational checklists of general intellectual abilities, creativity, and leadership, along with academic interests. TCS seeks observations from both a parent/guardian and educator/s who interact with the student. These educators may include academic teachers and instructional support personnel (K-12) and arts and Career/Technical Education teachers (grades 6-12).	

To ensure that these indicators are consistently interpreted, TCS has developed a scale weighing evidence as “insufficient, sufficient, or compelling” to support particular designations.

To ensure that observational data is interpreted to capture potential for achievement, general population norms are used to determine whether a student is likely to be gifted. National gifted norms may be used as supplemental information to determine individual services needed.

Annually, AIG teachers and specialists examine student performance and data trends to determine whether the developing strengths of students with IG, AM, or AR designations would be more accurately described with an updated designation. For example, a student with an IG designation may later demonstrate both math and reading achievement, so the AIG teacher or specialist would present the newly emerged evidence to the evaluating team for consideration.

Because potential for achievement does not expire, all students with designations remain identified within the AIG program unless a parent/guardian requests their student be removed from the program.

Similarly, students whose identification evidences were inconclusive within the academic year may yet show potential to achieve the following year. With parent/guardian permission, the AIG teacher or specialist retains these students on a “watch list” and annually examines age- or grade-appropriate data sources for additional evidence which may support an AIG designation. If students’ aptitude test scores expire while they are on the watch list, or if evidence suggests a different aptitude test may provide a truer assessment of strengths, the AIG teacher or specialist may request parent/guardian permission to reassess with CogAT or Naglieri testing.

In TCS, formal AIG designations signal that students have demonstrated academic and/or intellectual strengths in comparison to national, state, and/or local norms. In all descriptions below, the following definitions apply:

“academic strengths” may be demonstrated with North Carolina End-of-Course exam scores (grades 3-11) or with comparable subtest, partial composites, or overall scores on national achievement exams given in secure settings (grades 3-12)

“reasoning/problem-solving skills” may be demonstrated with full composite scores, partial composite scores, or single-area scores on CogAT, Naglieri, or similar secure, group-administered aptitude tests

“high level” indicates performance at or above the 90th percentile

“exceptionally high level” indicates performance at or above the 98th percentile

TCS criteria for identification in all grade bands (K-2, 3-5, 6-8, and 9-12) are as follows:

AI - Academically & Intellectually Gifted: high level of academic achievement in both English/language arts and math AND exceptionally high levels of verbal, quantitative, and nonverbal reasoning/problem-solving skills

AG - Academically Gifted in Reading & Math: high level of academic achievement in both English/language arts and math AND/OR high level of verbal and quantitative reasoning/problem-solving skills

AM - Academically Gifted in Math: high level of academic achievement in math AND/OR high level of quantitative OR quantitative and nonverbal reasoning/problem-solving skills

AR - Academically Gifted in Reading: high level of academic achievement in English/language arts AND/OR high level of verbal OR verbal and nonverbal reasoning/problem-solving skills

IG - Intellectually Gifted: potential for high level of academic achievement, AND/OR high level of verbal, quantitative, and/or nonverbal reasoning/problem skills

*** 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.

TCS acknowledges the philosophical and practical impacts when gifted identification does not include all populations comprising the school district, including students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

TCS will continue to consult evidence-based guidelines from professional organizations such as NCDPI's Office of Advanced Learning and Gifted Education (OALGE) and the National Association for Gifted Children (NAGC) in order to respond when local identification procedures do not reflect the district's student body.

TCS uses the following evidence-based practices in identification in order to consider: 1) the widest array of indicators which reveal needs for gifted education in each grade band, 2) the widest array of indicators that may suggesting potential or latent giftedness in each grade band, and 3) individual student's growth and development throughout their school years.

- universally screening of 3rd graders in the spring, with students invited to participate in full testing as 4th graders in the fall
- extending invitations for 4th grade testing based on either: using a cut-score of 75th percentile, which local data analysis (2018) revealed as the lowest screener score point from which subsequent 4th grade testing generated potentially qualifying verbal, quantitative, or nonverbal battery scores using data visualization (such as clusters) to adjust the cut score, as long as the adjustment does not raise the cut score higher than the 75th percentile
- using verbal, quantitative, or nonverbal batteries from aptitude testing or partial composites of those batteries as evidence for identification, rather than total composites alone
- using checklists to elicit observations of behaviors which suggest latent giftedness/talents from parents/guardians as well as the following educators: academic, arts, Career/Technical Education, English Language, and/or inclusion teachers
- considering observations of general intellectual abilities, creativity, and leadership, along with specific academic area interests as indicators for potential achievement or latent gifted/talent, and
- using general population norms to interpret observations for identification but reserving use of gifted population norms to refine service options

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	12.20%
Male	---	---	---	---	---	---	12.79%
Total	---	---	---	---	---	---	12.50%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

TCS uses collaborative processes to ensure that screening, referral, and identification processes are implemented consistently across the LEA.

AIG specialists collaboratively set their screening and testing dates so their schools will complete identification processes within the same period of time across the district.

AIG specialists collaboratively analyze 3rd grade CogAT Screener scores in order to set the “cut score” for inviting students to take the full CogAT test.

TCS has developed a flow chart to guide AIG specialists and their school teams when matching students to AIG services.

The “AIG Pathways to Service” flow chart uses aptitude and achievement scores, behavioral inventories, and portfolio or other evidences to suggest appropriate AIG designations. It also includes service suggestions correlated to the types of evidence used in assigning designations.

If a student’s identification evidence may yield two or more possible designations, AIG specialists confer to determine which designation best reflects the student’s strengths and needs for continued growth.

At the end of the identification process, a copy of the Pathways flow chart documents the team’s identification decision and serves as a cover sheet for all the identification evidence.

If a student is identified, the Pathways chart and evidence packet is retained in that student’s individual Differentiated Education Plan (DEP) folder. If a student is not identified, the packet is retained in a “Class of _____” folder.

AIG specialists pass on DEP and “Class of” folders so that they follow cohorts of students from elementary to middle to high school. As new identification evidence becomes available, AIG specialists revisit the Pathways charts to determine whether identified students’ current designations are still accurate and whether non-identified students can now be identified.

Individually, AIG specialists reconcile the semi-annual AIG headcount with the most recent Pathways chart and evidence in students’ DEP folders. As a team, AIG specialists conduct an internal audit of DEP folders, ensuring that all identified students have a current service plan aligned to their designations.

*** Practice E**

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

TCS disseminates information about AIG screening, referral, and identification to multiple audiences through a variety of channels.

Faculty receive an overview of their school’s screening, referral, and identification processes each year, including suggestions for differentiation based on students’ AIG designations. They receive more specific information about spotting gifted indicators and “talent scouting” during their school’s referral windows.

Parents/guardians and students can learn about these processes during opening of school, orientation, and school registration events. The information is also annually disseminated in each school’s student/parent handbook.

The current AIG Plan is posted or linked on the district's AIG webpage, along with the AIG Parent Handbook in English and Spanish. The nearby "Talent Scouting" form allows parents/guardians or school personnel to refer a student for consideration at any time.	* 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. As described in Practice 1d above, a Pathways flow chart and identification evidence are retained in individual students' DEP folders. AIG specialists review the Pathways flow chart with parents/guardians, summarizing the identification decision and supporting evidence during an initial AIG intake conference. After the parent/guardian approves the identification decision, the AIG specialist enters the student's AIG designation into the school's electronic student records database (i.e., PowerSchool or Infinite Canvas). If aptitude testing was used in the identification process, the original, official score report is provided to the parent/guardian during the conference. A copy of the score report is also filed in the student's cumulative folder.
* 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. TCS AIG specialists work with their schools' Team for Academically Gifted (TAG), parents/guardians, and students when appropriate, to develop an annual Differentiated Education Plans (DEPs) for AIG students. Each school's TAG uses student growth and achievement data and trends, current AIG identification evidence and designations, and qualitative observational data to provide an array of services which match the needs of its AIG students. During annual conferences, the AIG specialist and parents/guardians discuss individual students' service options, including specific curriculum & instructional resources and/or modifications in learning environments. Parent/guardian approval of those services is documented on the DEP. AIG specialists request new conferences for approving changes to the DEP when updating students' AIG designations. Parents/guardians may also request conferences at any time.	* Ideas for Strengthening the Standard ▪ When transitioning from PowerSchool to Infinite Campus, enter data from the official CogAT score reports into student records so scores are accessible to authorized personnel if the student transfers to another school or another LEA. ▪ Improve access to AIG/Advanced Learning information by different audiences by updating "outward facing" webpages and "inward facing" teacher resources hubs. ▪ Update and improve AIG Parent Handbook.

Planned Sources of Evidence

	* Spreadsheets documenting annual screening, referral, and identification process	
	* Spreadsheets or similar lists of identified and nurtured students showing strengths aligned to services	
	* Flow charts in each DEP folder and "Class of ____" folder documenting identification evidence and decisions, including for designation updates.	

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

Standard 2: Comprehensive Programming within a Total School Community	
Transylvania County Schools (880) 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 <i>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.</i> * 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. Transylvania County Schools recognizes that gifted and other advanced learners' interests and abilities lead them on diverging paths as they move through school. To foster these students' academic and intellectual development, TCS seeks to ensure they have appropriate challenge and support in all learning environments, grade levels, and settings. To the extent possible, instructional leaders schedule students with grades K-8 teachers trained to meet AIG needs or assign advanced/honors classes to grades 6-12 teachers trained to appropriately challenge high achievers. TCS selects instructional resources that support classroom differentiation for students who meet or exceed standards, and as often as possible, instruction leaders facilitate common planning so AIG specialists can advise, support, and collaborate with classroom teachers. Instructional leaders, department/grade level chairs, and AIG specialists use students' AIG designations and other readiness and achievement data to recommend or place students into advanced learning environments/classes. AIG, Multilingual Learner, and Exceptional Children's specialists communicate to share data and observations which suggest that students are ready for these advanced learning opportunities, then collaborate to create complementary services or support plans if necessary. TCS schools facilitate curriculum acceleration through: early admission to kindergarten, continuous progress, cross-grade grouping, subject area acceleration, classes with compacted curriculum, early entrance to high school classes, Credit by Demonstrated Mastery for high school courses, 5th period and summer online courses, Advanced Placement courses, and dual enrollment courses with college partners. Across all schools, enrichment and/or extension may be provided through flexible grouping, AIG consultation or coteaching, interdisciplinary or thematic units, project-based learning, and independent learning. Because students' strengths and needs can change as they move through their K-12 years, AIG specialists monitor performance and, with written parent consent, update students' AIG designations. For example, if a student with strength in reading blossoms in math, the student moves from being Academically Gifted in Reading (AR) to Academically Gifted in Reading and Math (AG). However, unless explicitly requested in writing by a parent/guardian, TCS does not remove gifted designations. Instead, TCS views the designation as an indicator of latent potential and adjusts services to better support the student in reaching it. TCS coordinates an array of services across K-12 grade levels and learning environments in order to develop AIG students' strengths. In addition to classroom differentiation, Teams for Academically Gifted (TAGs) in each school recommend and adjust combinations of services for individual students based on aptitude, achievement, and teacher and parent observations. <u>Service suggestions aligned to verbal, quantitative, or nonverbal aptitude</u>

- special programs in area/s of aptitude
- cross-disciplinary studies
- small groups with other advanced students
- separate setting for enrichment/extension

Service suggestions aligned to reading or math achievement

- special programs in achievement area/s
- subject acceleration-advanced classes
- curriculum compacting with enrichment/extension

Service suggestions aligned to observations

- special programs for strengths/interests
- advanced classes
- small groups based on interest/s
- interest-based enrichment/extension



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*** 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.

The social and emotional needs of AIG students are as complex and dynamic as their academic, family, and community environments.

At the school level, TCS uses an array of practices and services to integrate social and emotional learning into K-12 academic contexts. Guided by students' Differentiated Education Plans (DEPs), purposeful scheduling, meaningful differentiation, flexible grouping, substantive extension, academic acceleration, intentionally designed enrichment, and co-curricular and/or extracurricular involvement help students to lean into interests, increase strengths, build self-awareness and self-advocacy, and affirm developing intellectual identities.

Within each school, an AIG specialist engages instructional leaders, counselors, Exceptional Children's and Multilingual Learner specialists, and teachers in evidence-based, professional dialogue in order to adjust learning environments and services for AIG students throughout the school year.

Because children and adolescents can experience stress, confusion, and trauma, TCS trains all K-12 staff to recognize and respond appropriately when students show signs of mental distress or crisis. In addition to school counselors who can provide short-term support, each school's Multi-tiered System of Supports (MTSS) team strives to connect students and families to external resources/supports, as well as coordinating school-based interventions/supports. TCS collaborates with a partner agency to provide mental health services to students during the school day.

TCS staff recognize and observe the limits of their roles and ethical codes of conduct when responding to student needs. TCS informs all K-12 staff about legal obligations and protocols for contacting the Department of Social Services.

*** Practice C**

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

Following the Multi-tiered System of Supports (MTSS) model, the TCS AIG program uses the LEA's and schools' progress monitoring and curriculum/instructional responses as its foundation for meeting students' gifted and advanced learning needs daily, striving to sustain their growth and development over their entire school career.

TCS elementary schools use the continuous progress model for reading and math instruction in regular education settings. Elementary school principals use achievement and growth data to create master schedules that include enrichment blocks for advanced students and/or facilitate cross-grade acceleration. Grade level teams work with instructional leaders to monitor students' individual performance and respond with appropriate curricula, resources, and instructional settings, including cross-grade grouping.

Acceleration is a key feature of instruction when TCS students show math aptitude. Beginning in grade 5, elementary and middle school AIG specialists use the Iowa Algebra Aptitude Test (IAAT), not just End-of-Grade math testing, to detect and respond to students' readiness for advanced math. Middle schools use compacted math classes and access to high school NC Math courses to support subject-area acceleration. High school students can take honors or AP math classes, and they can accelerate in math by taking more than one math course per year.

For subjects besides math, middle and high school instructional leaders use student readiness and achievement data to create master schedules with advanced courses, including scheduling high school classes which will accommodate accelerated middle school students. If middle school students enroll in a single-semester high school course, their middle schools offer a North Carolina Virtual Public School (NCVPS) course so they continue pursuing academic work during the other semester.

High school instructional leaders also use readiness and achievement data to anticipate points at which to develop new AP courses and/or facilitate student enrollment in NCVPS classes or video-conferenced classes through the North Carolina School of Science & Math (NCSSM) Connect program.

High schools allow students to take NCVPS classes during the school day, as a 5th period, or during the summer in order to complete prerequisites for advanced classes or to take interest-based or advanced classes not offered on campus. TCS high schools also have open enrollment/open campus policies, allowing students to enroll in one or more advanced courses offered by another high school.

TCS relies on partnerships with Blue Ridge Community College (BRCC) and Brevard College (BC) for dual enrollment. Instructional leaders use data when collaboratively scheduling BRCC's face-to-face dual enrollment courses, striving to minimize high school students' travel time and conflicts with other advanced high school course offerings. Similarly, the AP Calculus AB teacher collaborates with Brevard College's math department chair to schedule Calculus II and Calculus III classes to fit within the high school blocks.

AIG specialists collaborate with school and district instructional leaders to regularly update TCS's Differentiated Education Plan templates, ensuring that the templates clearly and accurately reflect TCS's wide array of enrichment/extension, accelerated, and advanced learning opportunities.

*** Practice D**

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

In every learning environment, students learn and master content at variable rates, so initial class/team or course assignments alone may not fully meet all gifted and advanced learners' needs.

TCS instructional leaders in all schools, K-12, create “data walls” to monitor and respond to a variety of readiness data. Instructional leaders and teachers collaboratively analyze the data at least quarterly, adjusting flexible Intervention & Enrichment (I&E) groups and classroom groups to respond to achievement and growth. <i>See Standard 6d for more details about data walls.</i> TCS uses flexible grouping practices not only in regular education settings but also in AIG settings. AIG specialists work with instructional leaders to establish and periodically revise their Intervention & Enrichment (I&E) schedules and/or groups. K-5 students may receive extension/enrichment in particular subject or school-based focus areas, according to their readiness, whether or not they have AIG identifications. Middle and high schools use flexible groups to offer gifted and advanced students enrichment and/or extension with the AIG specialist during scheduled I&E periods.	* 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. Recognizing that there are unidentified gifted students throughout all schools, TCS informs all teachers, school administrators, and support staff about gifted characteristics, regulations related to gifted education, the local AIG program and plan, and delivery of differentiated services and instruction, advanced learning opportunities, and talent development efforts. In collaboration with the Chief Academic Officer, the AIG coordinator informs and guides administrators and AIG specialists in response to new legislative action, changes in policy or procedure communicated by NCDPI, state and regional AIG meetings, state or national gifted conventions or policy briefs, or new opportunities for local partnerships. In collaboration with instructional leaders, AIG specialists may share information with other teachers and staff through: ▪ conducting an AIG Overview/Refresher Session, highlighting information from the AIG plan, AIG service delivery, and professional expectations aligned to Teacher Evaluation standards ▪ providing teachers lists of the identified and nurtured students in their classrooms along with differentiation strategies and unique needs ▪ giving presentations on characteristics and needs of gifted learners prior to annual or semi-annual nomination periods ▪ peer observation, collaborative planning, co-teaching, or coaching ▪ grade level or subject area team meetings ▪ Multi-tiered Systems of Support (MTSS) and/or School Improvement Team (SIT) meetings ▪ collaborating on 504, IEP, or Exceptional Children's transition plans
* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. As students transition or transfer between TCS schools, the previous AIG specialist DEPs and DEP folders to the next AIG specialist, and together they review each student's needs. A critical activity to ensure continuation of services is establishing a point of personal connection for students and parents/families at the key transition points when students move from elementary to middle and from middle to high school. Each spring, the AIG teacher or specialist from the upper school visits the	

rising AIG students at the lower school, participates in other school transition activities arranged by school counselors or instructional leaders, and meets with parents/families to explain new advanced learning and service options.

TCS students historically have been a mobile population, moving among schools in different parts of the district, withdrawing for a semester/year to experiential or foreign study programs or home schooling, and enrolling in full-day or half-day class schedules at Davidson River School, the district's alternative school for middle and high school students. Because TCS has an established practice of maintaining DEP folders throughout students' K-12 year according to graduating class, AIG specialists can readily transfer historical AIG information and current/recent DEPs and discuss needs when students move.

*** 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.

TCS has developed policies and procedures for several accelerated learning opportunities:

Early admission to kindergarten, in accordance with State Board of Education policy SBE-GCS-J-001.

All criteria must be met:

- Fourth birthday by Aug. 31 of entry year
- Testing administered after Apr. 16 of entry year
- Application for early entry made to principal within first 30 calendar days or greater of entry year
- 98% or higher on standardized individual test of intelligence administered by a licensed psychologist (at parent expense)
- 98% or higher on standardized achievement test administered by a licensed psychologist (at parent expense)
- Student work samples demonstrating outstanding ability in any of the following areas: art, math, writing, dramatic play, creative productions, science, social interactions, or other
- Two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other adults with direct knowledge of child
- Informal interview with the child by principal and/or designee
- Interview with the parent by principal and/or designee

Early entrance to kindergarten does not automatically place a child in the AIG program. The school's TAG must review the child's progress to determine if the child will receive gifted services.

Grade Acceleration for K-3 (all criteria must be met):

98% or higher on individual aptitude test; 98% or higher on individual achievement tests in reading, writing, and math; highest level of performance on local assessments; high level of performance on student progress report; appropriate social development (as assessed by teacher and psychologist); strong independent reader; student interview; teacher and principal recommendations; and parent approval.

Grade Acceleration for Grades 4-8 (all criteria must be met):

98% or higher on individual aptitude test; 98% or higher on individual achievement tests in reading, writing, and math; 98% or higher on EOG or North Carolina Final Exams; grade of A on student performance (report cards); two years above grade level on assessments for two consecutive benchmarks in reading, writing, and math; appropriate social development (as assessed by teacher or psychologist); strong independent reader; student interview; teacher and principal recommendations; and parent approval.

Subject Acceleration for Grades 4-8 (all criteria must be met, except in math which is subject to state requirements for acceleration per HB 986/SL 2018-32)
teacher discretion; student interest/motivation; evidence of independent learning; work samples demonstrating mastery; administration approval; TAG approval; and parent/guardian approval.

Compacted Curriculum for Advanced Math grades 6-8 (either criteria may be met)

- per SL 2019-120, automatic Advanced Math placement if student scored Level 5 on previous grade's math End-of-Grade test, unless parent/guardian makes a written request to remove student;
- recommended Advanced Math placement based on achievement/growth data, Iowa Algebra Aptitude Test (IAAT) scores, and/or teacher observation

Dual Enrollment for Grades 11-12

- Initial criteria: eligibility determined by principal or designee; unweighted GPA of 2.8 OR college-ready scores in English, reading, and mathematics on an approved assessment (eg PreACT, ACT, or RISE exams); application with parent signature
- Criteria to continue: progress toward high school graduation; and 2.0 GPA in college coursework after completion of two college classes

Dual Enrollment in College Transfer courses for Select Students in Grades 9-10, per SL 2019-185

- AIG designation of Academically & Intellectually Gifted (AI) or Academically Gifted in Reading and Math (AG)
- student and parent/guardian participation in high school Early College & Career Promise advisement with the AIG coordinator
- student and parent/guardian participation in program advisement and course selection with the Blue Ridge Community College career coach
- application approved by high school principal or designee and BRCC president or designee

Proficiency-based placement in arts and world language courses in grades 9-12:

Criteria may include: successful audition; resume of experience; portfolio or work samples; AAPPL world language exam scores

Credit by Demonstrated Mastery; granted when students:

- score 90% or higher on the final exam or credentialing test
- meet or exceed proficiency standards on a multi-step project, including presentation to a panel of teachers and instructional leaders

*** Practice H**

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

In K-3, flexible grouping in math and reading instruction are a daily feature of classroom differentiation and are professionally facilitated and supported by collaborative planning and monitoring efforts of grade level teams and instructional leaders, in consultation with the AIG specialist. This consistent attention to classroom performance allows for routine use of above-level materials and cross-grade grouping in instructional blocks and Intervention & Enrichment (I&E) periods.

During either of these periods, the AIG specialist may provide accelerated, enriched, or extended instruction in a separate setting. The AIG specialist may also consult with K-3 teachers then provide resources, collaboratively plan, or co-teach in order to cultivate students' potential.

Indicators that a child may need direct instruction from the AIG specialist include formal assessment data (e.g., Kindergarten Entry Assessment and grade-level benchmark assessments) and observational data that a student is often performing two or more grade levels above his/her peers. Consistent with principles of

flexible grouping, K-3 students who receive AIG instruction on either a rotational or daily basis are regularly monitored and regrouped appropriately. With informed consent from the parent/family, the AIG specialist may use aptitude testing (e.g. CogAT verbal, quantitative, and/or nonverbal batteries) to further inform instruction prior to the school-wide gifted screening which occurs in the spring of 3rd grade. Case-by-case, early aptitude testing may lead to a formal identification for ongoing gifted service matches. In previous AIG plan cycles, elementary schools have used the Primary Education Thinking Skills (PETS) curriculum to identify and develop talent in K-3, with the AIG specialist conducting whole group PETS lessons in the regular classroom then following up with high-performing students small group lessons. With the support of the AIG coordinator and specialists in the new plan cycle, TCS elementary instructional leaders will explore more widely implementing this and/or similar talent development activities, particularly for critical thinking, creativity, curiosity, communication, and/or collaboration.	* Practice 1 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. TCS believes children and adolescents are continually developing in all academic and social-emotional domains; therefore, learning, reasoning, and understanding are best understood as aptitudes which can be cultivated and fostered throughout life. This belief undergirds TCS talent development efforts and ongoing efforts to broaden access to advanced learning opportunities. AIG specialists have intentionally collaborated with instructional leaders and their Teams for Academically Gifted (TAGs) to revisit identification processes and pathways for service each year since 2013. One outcome of these collaborations has been promoting broader access to advanced learning opportunities by aligning services to students' gifted designations, which are based upon a variety of data that reveal gifted potential and which are revised as latent potential awakens. In these annual collaborations, AIG specialists and TAGs also use new data to re-examine cases in which students were not initially matched with services. Outcomes not only may be designating previously non-identified students as gifted but also may be revising identification flowcharts or local norms to make identification processes more sensitive and accurate going forward. Recognizing that interrelated factors, including unrecognized giftedness, may preclude optimal growth and contribute to underachievement, instructional leaders include AIG specialists in Multi-tiered Systems of Support (MTSS) teams as advisors or participants. Their interactions can change educators' perceptions of particular students as well as increase overall staff awareness of barriers to achievement faced both by gifted and by general populations of students. MTSS decisions and AIG identification processes both can lead to advanced learning opportunities for students. In all schools, AIG specialists monitor and serve formally identified and "talent development" students. Instructional leaders in all schools use data to place students in enrichment groups, classrooms that move at an accelerated pace, and courses with compacted or advanced curriculum, whether or not students have gifted identifications. For all grades K-12, AIG specialists provide frontloading in their enrichment groups, including exposure to concepts, skills, and habits of mind which students will encounter or need in accelerated or advanced learning environments. During the 2025-2028 AIG plan cycle, TCS middle and high schools will explore using Intervention & Enrichment (I&E) blocks to provide broader access to frontloading, with ideas like ▪ providing more opportunities for math enrichment/extension in addition to remediation/intervention
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▪ using grades 6-10 vertical alignment discussions to identify and address learning and/or expectations gaps for core subjects between middle and high school ▪ delineating “trajectories” through Career & Technical Education courses, including college/career readiness indicators and high school credits available in middle school ▪ using the high school Honors Level Coursework Attestation process to identify opportunities to frontload concepts/skills in grades 9-12	
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	Each TCS school offers co-curricular events, field trips, and/or traditional school trips to deepen students’ knowledge and broaden their horizons. Examples include: Biltmore House visit; Career Days; Cradle of Forestry historical interpretation visit; introduction to orchestral music at Brevard College; Muddy Sneakers environmental education; Washington, DC trip; and school-wide community service days/efforts. Schools and teachers arrange guest speakers through the Transylvania Community Arts Council, the NC State Cooperative Extension Service, local Rotary Clubs, and other groups. TCS promotes age-appropriate, school-day and after-school opportunities for exploring and deepening interests, developing persistence through sustained effort toward long-term goals, and building leadership skills. Examples include: annual musical or play performances, art shows/contests, band/ensemble competitions, Battle of the Books teams, Beta Club and National Honor Society, broadcasting/media/yearbook clubs, Career & Technical Student Organizations, choral competitions, Fellowship of Christian Athletes, forensics/debate, hunter safety/shooting teams, InterACT, Mountain School of Strings, sports teams and clubs, student councils, Thespians, Voice of the Students, World Peace Game simulation game, and TCS STEAM Expo. AIG specialists highlight the opportunities available and encourage participation during annual Differentiated Education Plan or other meetings with parents/guardians.
* Ideas for Strengthening the Standard	▪ Look to expand opportunities for extra-curricular programming during and outside of the school day, including more STEAM/STEM activities. ▪ Aim to improve support for AIG students with social-emotional needs. Assure that teachers are trained on how to recognize high levels of stress, perfectionism, etc., in addition to a sudden lack of motivation, collaboration, etc. ▪ Strengthen how we transition AIG students from schools outside of TCS.
Planned Sources of Evidence	* Data walls in each school that include indicators of strength, progress, achievement, and readiness and rosters/lists of students in advanced learning classes and flexible groups

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Standard 3: Differentiated Curriculum and Instruction	Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 3: Differentiated Curriculum and Instruction <i>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.</i>	* 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. TCS recognizes that students in every grade level and content area exhibit a range of ability levels and readiness. With support and resources from Exceptional Children's, Multilingual Learners', and AIG specialists plus instructional leaders and grade/subject area teams, classroom teachers differentiate the NC Standard Course of Study (NCSCOS) to address all needs, including the needs of advanced students. Elementary schools follow a Continuous Progress model, prioritizing student competencies, using formative assessment to monitor progress, and adapting the curriculum for advanced learners through enrichment and/or extension. When classroom differentiation does not provide sufficiently advanced curriculum, elementary schools offer acceleration through cross-grade grouping, subject acceleration, and/or whole grade acceleration. Elementary instructional leaders build schedules which enable AIG specialists to provide planned, sustained, accelerated instruction to rostered classes of same- or mixed-age students. In addition to classroom differentiation, middle schools further adapt the NCSCOS for advanced learners through curriculum compacting in 6th and 7th grade math, as accelerated access to face-to-face high school math, English, and music classes and virtual instruction in other subjects such as social studies and world language. High schools implement classroom differentiation, including enrichment and extension in standard, honors, and Advanced Placement courses. Career & Technical Education (CTE) teachers offer further extension opportunities through advanced credentialing and Advanced Studies classes. High schools also provide extension by promoting and supporting school-day enrollment in advanced learning electives offered through the North Carolina School of Science & Math (NCSSM) Connect program. High schools implement acceleration through competency-based placement into world language and visual/performing arts classes; Credit by Demonstrated Mastery; and dual enrollment for high school students at Blue Ridge Community College (BRCC) and Brevard College. In the same vein, high schools support acceleration through 5th period enrollments in North Carolina Virtual Public School (NCVPS), BRCC, or Brevard Coll. Across elementary, middle, and high schools, teachers in core academic, visual/performing arts, and CTE teachers offer extension through co-curricular clubs/teams that meet during Intervention & Enrichment (I&E) periods and/or after school and through co-curricular events/activities offered or sponsored by community partners. AIG specialists may further augment schools' classroom differentiation and enrichment/extension by: collaboratively planning; providing resources; coteaching or coaching; and/or sponsoring clubs, teams, or other activities.
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.	

TCS recognizes that students perform best when their teachers select instructional practices which draw on students' identified abilities, readiness, interests, and learning profiles. Instructional leaders and teacher teams compile and consider a variety of data and observations, and AIG teachers and specialists make suggestions and recommendations based Differentiated Education Plans, gifted pedagogy, and their longitudinal relationships with gifted and advanced students.

AIG specialists share with instructional leaders and teachers the following classroom differentiation strategies which correspond to students' identified abilities.

Intellectually Gifted (IG).

- connect student's interests/strengths to broad or cross-disciplinary uses of your field's skills and knowledge base
- use essential questions or concepts which intrigue leaders/innovators in a your field
- have student work with a range of perspectives, even if perspectives are contradictory
- "grow" student toward advanced/honors or "recruit" to continue in your field

Academically Gifted in Reading_(AR).

- use topical, real-world texts to show wide range of perspectives, even if contradictory
- use interdisciplinary or college-level readings with questions/issues that intrigue college majors or young professionals in your field
- in standard classes, "grow" student toward advanced/honors or a related elective for next year
- in 1st/2nd year classes, use content from upper levels to "recruit" student to continue in field

Academically Gifted in Math_(AM).

- challenge student to reason about patterns & relationships involving quantitative thinking
- assign problems/puzzles which extend math concept(s)
- expose student to interdisciplinary uses of math or to other kinds of math
- in standard classes, "grow" student toward advanced/honors or a related elective for next year

Academically Gifted in Reading & Math_(AG).

- connect student's interests/strengths to broad or cross-disciplinary uses of your field's skills and knowledge base
- draw from AR and AM options above, e.g., incorporating verbal reasoning or reading into math or quantitative reasoning or logic into language arts

Academically & Intellectually Gifted (AI).

- use essential questions or interdisciplinary concepts which intrigue leaders/innovators in your field
- draw from IG and AG options above

For students who are not AIG-identified but who demonstrate readiness/interest

- draw from IG suggestions above, "growing" student toward more confidence, interest, and/or stamina with broad or interdisciplinary academic skills

*** Practice C**

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

In addition to differentiation strategies, when AIG specialists collaboratively plan or coteach in a regular classroom, they share evidence-based resources with teachers.

Resources available through the district's AIG library in the Curriculum Support office or in AIG specialists' rooms include:

- Differentiating Instruction with Menus for English/Language Arts, math, and science
- Differentiation in Middle & High School
- Hands On Equations
- Jacob's Ladder academic and affective curricula
- Primary Education Thinking Skills (PETS)
- ThinkUp! Math
- ThinkUp! Reading
- Total School Cluster Grouping & Differentiation
- U-Stars~Plus: Science and Nonfiction Connections, Science and Literature Connections, and Family Science Packets
- Visual Thinking Strategies
- William & Mary Center for Gifted Education novel units

Additional resources are available to support specific, evidence-based instructional practices used in TCS, including: creative problem solving; critical thinking; curriculum compacting; debate; problem-based or project-based learning; -Socratic and Paideia seminars; thematic or interdisciplinary units.

When appropriate, school counselors, instructional leaders, and/or MTSS teams discuss social-emotional needs of AIG students with their school's AIG specialist, so the specialist can help inform strategies or interventions.

Similarly, AIG specialists discusses gifted learning needs with Multilingual Learner specialists, Exceptional Children's case managers, inclusion specialists, and the Exceptional Children's transition coordinator, advocating for students' placements into advanced classes and collaboratively developing/implementing supports in those learning environments.

*** 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.

TCS fosters students' development of durable skills and mindsets by delivering curricula through a variety of subject- and age-appropriate classroom and co-curricular learning environments.

Through both informal, personal encouragement and the formal teacher evaluation process, instructional leaders at each school support teachers in developing classroom expectations and learning activities which incorporate collaboration, communication, critical and creative thinking, and empathy.

Grounded in the ISTE Standards for Educators, TCS's digital teaching and learning department strategically and actively builds on the district's 1:1 initiative, integrating a range of technologies into instruction. EdTech coaches collaboratively plan with teachers and curriculum teams to create future-ready learning environments, model effective use of technology and AI, and co-teach to build teacher capacity. At the whole-school level, EdTech coaches work with each school's instructional leaders to meet staff development and tech integration needs. At the whole-district level, EdTech coaches collaborate to create high quality, research-based professional learning opportunities, offering sessions quarterly, virtually, and in mini-sessions monthly.

Instructional leaders and teachers foster students' adaptability, learner's mindset, and personal responsibility with grading policies and practices which distinguish between formative and summative assessment and between preparatory work and culminating products/performances. Instructional leaders and teachers further foster these skills by monitoring student progress, adjusting Intervention & Enrichment (I&E) and flexible groups, and recommending placements into higher level or advanced classes as students exhibit readiness.

TCS's robust Career/Technical Education (CTE) program begins developing students' skills for post-secondary success in elementary school with its annual 5th grade Career Day, then: ▪ builds on that exposure through annual career exploration activities and job-shadowing day in middle school; ▪ promotes completion of at least one career/technology pathway in high school; ▪ supports not only required but also additional/advanced credentialing in CTE courses; ▪ facilitates internship experiences once students turn 16 and job-shadowing for students of any age; ▪ uses an annual "ACT WorkKeys Bootcamp" to prepare students for the highest ratings when attempting to earn their National Career Readiness Certificate (NCRC); and ▪ organizes annual field trips to the WNC Career Expo and the WNC Construction Career Day ▪ conducts annual field trips for juniors and seniors to Blue Ridge Community College, with interactive/hands-on explorations of available college transfer, career, and trades pathways. TCS supports Career/Technical Student Organizations including: DECA (formerly, Distributive Education Clubs of America); Family, Career and Community Leaders of America; Future Business Leaders of America, Future Farmers of America; HOSA-Future Health Professionals; and SkillsUSA. These clubs provide students opportunities for travel, collaboration, competition, scholarships, and networking, as well as community service opportunities and leadership development through workshops and camps.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. TCS elementary schools use a Continuous Progress model for curriculum/instruction, relying on formative and ongoing assessment to monitor and respond to student growth. For students entering Kindergarten, Instructional coaches, lead teachers, and grade level chairs use results from a school- or district-developed Kindergarten Assessment of basic knowledge, skills, readiness to create heterogeneous regular education kindergarten classes in which teachers differentiate instruction; similarly, they use End of Year benchmark and End-of-Grade test data to create classes for grades 1-5. Within these classes, mClass reading data from Beginning of Year, Middle of Year, and End of Year assessments, plus results from NC Check-ins, as well as teachers' own assessments, inform teachers' decisions about differentiating classroom instruction. Targeted instruction may occur during daily instructional blocks and/or dedicated Intervention & Enrichment (I&E) periods. As middle and high schools respond to increasing numbers of students whose grade-level designations belie their academic progress, teachers must increasingly rely on ongoing assessment, both formative and summative, to determine varying levels of student need, proficiency, and readiness. TCS uses both NC Check-ins in core subject areas and teacher assessments to inform differentiation and Intervention/Enrichment (I&E) for the courses the students are enrolled in. If a student is accelerated in a subject but still must take his/her grade level EOG assessment, instructional leaders and the teacher may rely on teacher-made assessments in the student's class instead of NC Check-ins to monitor readiness for the grade level EOG. TCS uses the PreACT and ACT as indicators of 10th and 11th graders' individual readiness and proficiency in core subject areas. The AIG coordinator uses PreACT subtest scores to differentiate the annual ACT Bootcamp, and uses both PreACT and ACT subtest scores to recommend moving students from
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standard to honors, AP, and/or dual enrollment classes. The CTE coordinator uses PreACT and ACT reading and math subtest scores to differentiate the ACT WorkKeys Bootcamp. CTE teachers may use pre-assessments and practice assessments to differentiate instruction. For juniors and seniors, the CTE coordinator uses PreACT and ACT reading and math subtest scores as leading indicators of ACT WorkKeys performance. Middle and high school World Languages teachers increasingly use standards-based assessment practices to monitor students' growth, and individual teachers in other disciplines are supported as they also convert to standards-based grading. Multilingual Learners and other students who have prior experience in reading, writing, listening, and speaking a World Language are encouraged to use the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) exam to place into the most appropriate level of instruction in that language and/or partially qualify for the Global Languages Endorsement (aka "bilingual diploma").	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. TCS creates a variety of routines and support structures in order to facilitate collaborations among educators to support differentiation. All schools use grade level, subject area, and MTSS teams to monitor and respond to student needs and growth. During these routine meetings, teachers may discuss or formally collaborate to implement differentiation. AIG specialists, the CTE coordinator, EdTech coaches, Exceptional Children's specialists, Multilingual Learner specialists, and/or media specialists support and collaborate with these teams and individual teachers by providing resources, suggesting interventions or enrichment/extension, providing accommodations, and/or delivering parallel or extended curriculum. As described in 3d, EdTech coaches in TCS's digital teaching and learning department collaborate with instructional leaders, grade level or subject area team, and individual teachers. Veteran classroom teachers themselves, the EdTech coaches embed formative assessment, progress monitoring tools, and technology-enhanced tools for differentiation into their collaborations and annual professional development offerings.	* Ideas for Strengthening the Standard - Continue to improve the district/school practice of analyzing formative and summative data to drive instruction for advanced learners. - Follow up on the spring/fall 2025 professional development for honors teachers with continued support in differentiating, extending, enriching, accelerating, and increasing depth and complexity in honors curriculum	Planned Sources of Evidence	* Pacing guides, honors syllabi, and unit or lesson plans correlated to SCOS specifying resources and approaches used to enrich, extend, and/or accelerate instruction * Artifacts from collaborations between AIG, Multilingual Learner, Exceptional Children's, and EdTech specialists and classroom teachers.
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* Student records showing progression from standard to advanced learning environments over time

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

Document/Link

Standard 4: Personnel and Professional Development	
Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	
<i>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.</i>	
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. TCS employs an AIG-licensed educator as a lead coordinator who reports to the Chief Academic Officer. Responsibilities of the AIG coordinator include: ▪ overseeing the screening, referral, and identification processes across the district ▪ ensuring proper documentation of student identification and services and accuracy of district reports ▪ promoting and broadening access to advanced learning opportunities ▪ participating in regional/state meetings to respond to policy and procedural changes that impact gifted and advanced learners ▪ facilitating/providing professional development, support, information, and resources to AIG specialists, instructional leaders, and teachers ▪ developing and maintaining partnerships with parents/guardians and the community to support gifted and advanced learners	
* 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. TCS requires AIG specialists to have added “Academically Gifted (88087)” as an area to their full teaching license or to be fully licensed in another area and hold a provisional AIG license. TCS AIG specialists’ roles address the needs of gifted and advanced learners, across all grades K-12: ▪ Manage AIG screening, referral, and identification processes, including accurately maintaining student records in PowerSchool (K-12) ▪ Advise instructional leaders about class/team assignments, clustering, and scheduling classes, Intervention & Enrichment (I&E) blocks, and/or instructional rotations in order to facilitate push-in service (K-12) ▪ Advise and/or collaborate with instructional leaders and grade/subject teams to develop/select and deliver advance, accelerated, enrichment, extension, and/or talent development curricula (K-12) ▪ Advise and/or collaborate with regular education teachers to devise and implement differentiated instruction (K-12) ▪ Collect data to support and participate in decision-making processes to monitor and adjust flexible groupings (K-12) ▪ Respond to local/state initiatives affecting AIG and advanced learners and to emerging areas of need by participating in professional learning/training and in district AIG meetings, in grade/subject meetings, and in Multi-tiered Services and Support (MTSS) teams (K-12) ▪ Meet with parents/guardians to review DEPs and revise designations or service options (K-12) ▪ Communicate to parents/guardians individual student response to gifted/nurturing services via quarterly progress reports (K-8) AIG specialists’ teaching duties may include:	

▪ Rotations for talent development lessons, for example using Primary Education Thinking Skills (PETS) curriculum (K-3) ▪ Flexible group enrichment rotations (grades 3-8) ▪ Rostered classes for advanced English/Language Arts and/or Math instruction (grades 4-8) ▪ Coteaching and/or collaborative planning for classes with clusters of gifted/advanced students (grades 6-12)	* 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. TCS expects district and school leaders and AIG specialists to remain informed about policies, research, and trends in gifted education and to use their knowledge strategically throughout the AIG planning cycle in order to guide AIG services. The AIG coordinator collaborates with the Chief Academic Officer to: ▪ provide instructional leaders with clear, timely information and to facilitate discussions and actions ▪ conduct both strategic and routine meetings with AIG specialists, as well as training or professional development TCS also encourages AIG specialists to participate in professional gifted education organizations such as the National Association for Gifted Children (NAGC) and the NC Association for Gifted and Talented (NCAGT). Regular education teachers, instructional specialists, and student services personnel receive an overview of the AIG plan at least once per year during a staff meeting. As classes begin, regular education teachers and instructional specialists also receive a list of their identified and nurtured students, along with the students' AIG designations and suggestions for classroom differentiation. Student services personnel receive actionable information about advanced course availability, prerequisites, and policy or procedural requirements at least one month before annual registration begins, plus a refresher in the fall as new enrollment and schedule change requests occur. TCS encourages educators who serve gifted and advanced learners to pursue additional training through opportunities such as: ▪ workshops/conferences on topics including differentiation; evidence-based curriculum/teaching models for heterogeneous classes; gifted, twice exceptional, or multi-lingual learners; standards-based grading; and durable skills as suggested by NC's Portrait of a Graduate; ▪ professional development such as National Board Certification; courses or programs through institutions of higher learning; PreAP/Advanced Placement workshops or summer institutes; and collaborative planning and/or coteaching with an AIG specialist. During the 2025-2028 AIG plan cycle, all TCS honors teachers will be required to participate in training aligned to NCDPI's Honors Level Coursework standards.
* 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. As a small district, TCS requires that all general education personnel be highly qualified in the content area(s) in which they deliver instruction. Clustered and accelerated placements, along with practices such as differentiation and flexible grouping, provide structures which allow general education teachers to meet many needs of gifted an advanced learners. Instructional leaders assign teachers to accelerated classes and classes with clusters of gifted/advanced students based on teachers' credentials, professional development/continuing education credits, and previous EVAAS performance with the AIG sub-group.	

To guide and support regular education teachers in meeting gifted and advanced needs, an instructional leader/coach, lead teacher, and/or AIG specialist participates in grade/subject planning and progress monitoring.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Because TCS continues to prioritize providing regular AIG service in each school building, TCS district and building administrators analyze needs among the schools to strategically combine AIG responsibilities with other educational roles during the hiring process. When hiring for positions with AIG responsibilities, TCS provides financial support for educators who seek an AIG add-on license through an accredited university licensure program by providing 50% tuition reimbursement. Educators may instead pursue an AIG add-on licenses through the PRAXIS exam. In order to attract and recruit personnel including AIG-licensed professionals, TCS human resources personnel post job listings statewide and nationally and participate in job fairs. TCS also provides practicum and student teaching placements for pre-service teachers by partnering with Brevard College, UNC-Asheville, and Western Carolina University.
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Believing outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor, TCS seeks to identify and serve gifted and advanced learners in every school. The Chief Academic Officer, AIG coordinator, and AIG specialists engage instructional leaders and school Teams for Academically Gifted (TAGs) in creating a culture of high expectations and excellence for all students, including students who are culturally/ethnically diverse, economically disadvantaged, Multilingual Learners, highly gifted, and twice exceptional. In order to guide the decision-making and actions which sustain that school and district culture, the AIG coordinator and specialists combine presentations of program data with questions about program improvement. Focused, effective opportunities for professional learning include reflecting on data at the conclusion of these routine processes: fall and spring headcounts, growth/progress of nurtured and identified students, results of universal screening processes and AIG referrals, participation in special programs, and enrollment in advanced courses. Key reflection questions include, “Who else would benefit? Have we missed anyone? Why? How can we improve our process for the next cohort?”	* 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. In consultation with the Human Resources Director, the Chief Academic Officer, and the Digital Teaching and Learning coordinator, the AIG coordinator seeks opportunities to advise and/or collaborate so that annual professional development offerings specifically incorporate the current needs of teachers who serve

gifted and advanced learners.

Beginning in 2025-2026, TCS will hold structured professional development in the fall and spring for all teachers county-wide with sessions addressing advanced learning and enrichment.

When applicable, the AIG coordinator uses coteaching, coaching, and Professional Learning Community (PLC) formats to deliver professional development. These AIG coordinator-led offerings may refine applications of district/external professional development to better address emerging needs of gifted or advanced students, build the knowledge and skills of AIG specialists, and/or support implementation/revision of the AIG plan.

TCS also promotes professional development opportunities outside the district, including National Board Certification, which contribute to a school culture of high expectations and excellence, support best practices, and address state/national standards.

*** Ideas for Strengthening the Standard**

- Continue to strengthen professional development opportunities aimed at enriching the curriculum.
- Strategize and plan ways to entice AIG-licensed professionals to join TCS.

Planned Sources of Evidence

* Personnel reports showing licenses and credentials of AIG specialists and classroom teachers who teach clusters of AIG students and/or advanced classes

* Artifacts from leadership and TAG meetings

* Artifacts from professional development in advanced learning and enrichment, including evidence of use in classrooms

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

Document/Link

Standard 5: Partnerships	Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
TCS AIG specialists intentionally cultivate long-term, meaningful relationships with parents/guardians to support AIG students not only during the school year but also during transitions between schools. AIG specialists communicate and interact with parents/guardians using each parent/guardian's preferred method: face-to-face meetings, virtual meetings, emails, phone calls, or text messaging through school-approved apps. Routine outreach to parents/guardians includes initial creation and annual review/revision of Differentiated Education Plans (DEPs); refining AIG designations with new identification evidence and revising DEPs; and advisement during scheduling/registration. AIG specialists may also serve on IEP, 504, or EC Transition Plan teams. When creating or revising DEPs, AIG specialists include the parent/guardian's perceptions of their students' strengths and challenges, while middle and high school increasingly incorporate students' own perceptions. AIG specialists draw on these insights to suggest co-curricular and extracurricular opportunities for intellectual as well as social/emotional learning to complement academic pursuits. Working together in this way helps sustain AIG students' growth and interests during the school year and over successive years, even when transitioning between schools. To invite more frequent communication from parents/guardians during the school year, TCS has developed AIG progress reports. Elementary and middle school AIG specialists send home semi-annual observational reports, focusing on skills such as critical thinking, problem-solving, engagement, and self-direction. The high school AIG specialist uses charts such as a "Four Year AIG Trajectory" and a "Global Languages Endorsement (GLE) Progress Report" to share students' progress toward--and raise parent/guardian awareness of-- advanced learning opportunities. TCS solicits parent/guardian feedback on and participation in the AIG program, including specific appeals in the annual AIG Parent/Guardian stakeholder survey such as: ▪ Are there approaches, programs, or events which you would like to see offered to better address the needs and interests of AIG students? ▪ In what ways would you like to be involved to support AIG in your student's school or in TCS? ▪ Do you see a likely opportunity for us to form a community partnership that would enhance the AIG program?	

*** 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.

TCS believes that developing students' potential begins with education, but their success depends upon their finding meaningful, fulfilling pursuits in adult life. Gifted and advanced learners, and many other students, benefit from connecting their school work to explorations of their communities and the larger world. TCS is fortunate to have many strong partnerships in Transylvania County and the region which enhance students' learning.

Local institutions of higher learning which provide acceleration opportunities for students are Blue Ridge Community College (BRCC) and Brevard College.

BRCC partners with TCS to: develop and offer dual enrollment classes fitting within high school periods; support a career coach; co-sponsor FAFSA application workshops; arrange College Day field trips for juniors and seniors; and provide early access to the College and Career Promise program for qualifying AIG students, per Session Law 2019-185 Senate Bill 366.

Brevard College offers dual enrollment classes for high school students for nominal tuition. If a sufficient number of TCS students request a class, the college department chair may cooperate with the schools to schedule the class during a time which fits high school periods and allows for safe travel time.

Many Transylvania County and community agencies actively seek to involve students in leadership-building and community service by sponsoring activities and programs. Examples include: C.A.R.E. Coalition of Transylvania County - Voice of the Students; NC State Cooperative Extension Service - school-based CTE clubs; local Rotary Clubs' InterACT clubs and Rotary Youth Leadership Awards; Transylvania County Library - Teen Advisory Panel; Transylvania County Parks & Recreation - Transylvania Youth Council; Transylvania County Sheriff's Office - SHIELD camp; VISION Transylvania - VIZ Youth Leadership program.

Many organizations and businesses partner with TCS to provide or support opportunities for students to explore and develop special skills or interests and/or career/workplace experience. Examples include: BRCC - summer day camps; Brevard branch AAUW - scholarships to outdoor learning summer camp (elementary school) and STEM camp (middle school); Brevard Rotary Club - hosting & sponsoring foreign exchanges; El Centro Comunitario Hispano-Americano of Transylvania - bilingual club; local businesses, organizations, or agencies - hosting student interns and job shadowing; Mountain School of Strings - on-campus, after-school instruction in folk and classical stringed instruments and hosting regional Blue Grass contests; Pisgah Astronomical Research Institute - scholarships for local students to attend summer camps; Transylvania County Soil & Water Conservation District - annual poster contest; Waightstill Avery Chapter of Daughters of the American Revolution - annual writing contest.

Transylvania County Schools is among the stakeholders and partners of TC Strong, a broad coalition of youth, school, and community leaders founded in response to mental health distress among Transylvania students. TC Strong developed and collaboratively implements a strategic plan for building and strengthening the evidence-based protective factors which can help prevent mental health crises.

TCS students historically have benefited from the district's partnerships with BRCC and Brevard College, which offer teachers professional development such as Career Academy and topical workshops. Other local groups which support teachers in broadening students' educational experience include: Delta Kappa Gamma - grants-in-aid; Haywood EMC - Bright Ideas grants; and Transylvania County Schools Education Foundation - mini-grants.

TCS also enhances learning opportunities for AIG and advanced learners by supporting teachers' participation in professional development through the Western Regional Education Service Alliance (WRESA), the NC Advanced Placement Partnership (NCAPP), and other external professional organizations.

*** 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.

TCS establishes internal, ad hoc advisory groups when developing, implementing, monitoring, and revising the local AIG program and plan. Chaired by the AIG coordinator, membership of these groups routinely includes: the Chief Academic Officer, AIG specialists, principals and other instructional leaders. Other stakeholders often include: the Multilingual Learner coordinator, members of schools' Teams for Academically Gifted (TAGs), school counselors, and teachers of advanced classes.

The AIG coordinator serves as a liaison between the internal advisory groups and external, local organizations which serve students and conduct trusted outreach to their families. Through regular communications with organizations such as community centers and after-school programs, the AIG coordinator strives to 1) raise awareness of AIG and advanced learners' needs, and 2) become aware of their unmet or emerging needs.

Although TCS has not yet developed a standing parent/guardian advisory group, TCS strives to regularly include their feedback and critique of AIG programming and services. In addition to the annual stakeholder survey described in practice 5a, AIG specialists "lean in" with a mindset of seeking improvement when parents/guardians or students express dissatisfaction. As a team with the AIG coordinator, they seek effective, systemic responses to incorporate into the AIG Plan. Examples of recent improvements include: clearer communication about multiple opportunities for AIG identification; promoting then supporting students in attaining the Global Language Diploma Endorsement (GLE); informing parents/guardians about their students' eligibility for advanced learning opportunities then partnering with them to navigate the norms/protocols.

* 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.

Recognizing that the population of AIG students changes as students are identified throughout their school careers and as families transfer into the school district, TCS strives to inform all students, parents/guardians, and the community about advanced learning and gifted education.

The communication plan includes using the nomenclature "AIG/Advanced Learning" when publicizing advanced learning opportunities and policies, as well as indicating the criteria and procedures which qualify students to pursue them. Advanced learning opportunities are posted on the district's AIG/Advanced Learning webpage, listed in course guides and registration materials, disseminated in principals' weekly newsletters and phone calls, and shared with school counselors and external partners.

Article 9B, the current AIG Plan, and the AIG Parent handbook are also posted or linked on the "AIG/Advanced Learning" webpage. Contact information for AIG specialists is posted on each school's faculty directory webpage.

Information about students' advanced learning honors are regularly included in the superintendent's monthly "Good News Report" to the school board and community, and faculty are encouraged to highlight students' accomplishments on school-run social media accounts.

Because TCS serves students whose parents/guardians speak Spanish, TCS has developed Spanish versions of its AIG Parent Handbook, annual stakeholder survey, and all official AIG form letters. TCS publicizes advanced learning opportunities in Spanish, and the AIG coordinator and specialists partner with Multilingual Learner specialists and community organizations to ensure students and parents/guardians learn about "opt-in" opportunities like the Global Language Diploma Endorsement (GLE; or bilingual diploma) and placement testing or Credit by Demonstrated Mastery for world language classes.

All TCS staff are encouraged to use translating apps like Talking Points in order to text parents/guardians in their native languages and receive translated responses. TCS uses the AI translation tool DeepL to produce written communications, and instructional leaders may use a contracted translation service to

conduct conferences in parent/guardians' native language.

*** Ideas for Strengthening the Standard**

- Consider adding a possible AIG Parent and Student Advisory group that meets a few times a year to share feedback, ask questions, or simply to learn about advanced learning and how they can support one another.

Planned Sources of Evidence

* Links to AIG Plan and program services, including ways to access advanced learning opportunities, posted on "outward facing" district webpages

* AIG and GLE Progress reports, parent/guardian newsletters, and artifacts from individual parent/guardian conferences

* Artifacts from stakeholder meetings and feedback/evaluation surveys

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

N/A

Standard 6: Program Accountability
Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability
<i>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.</i>
* 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. The NC AIG Program Standards, initially approved by the State Board of Education (SBE) in July 2009 and revised in July 2024, are the official guidelines for developing local AIG plans that satisfy Article 9B: Academically or Intellectually Gifted Students (NCGS § 115C-150.5-.08). Transylvania County Schools relies on NC AIG Program Standards so that our AIG program follows best practices for gifted education in order to recognize and meet students' needs. The NC AIG Program Standards also guide our AIG Program to respond to relevant, evolving state legislation and policies which can shine new lights on students' strengths and potential and/or which can provide avenues for enrichment, extension, acceleration, or advanced learning for any student. Every three years, TCS uses the NC AIG Program Standards to conduct a comprehensive program evaluation. Then, TCS develops a new, local AIG Plan based on that evaluation and reflecting district mission and priorities, ensuring that we will: 1) recognize and monitor the dynamic needs of identified AIG students, 2) address the reality that, at any given time, we have not identified all our gifted students, and 3) advocate for students at all grade levels who will benefit from practices detailed in the AIG Plan. The Chief Academic Officer and AIG coordinator collaborate to conduct the comprehensive program evaluation and to solicit input from multiple stakeholder groups in order to develop the new plan. Data sources for program evaluation include: trends in identification processes, including types of giftedness identified; enrollment in advanced classes; achievement and growth data from accountability testing; reasons parents/guardians remove their students from the program or decline for their students to be identified; stakeholder feedback; and program self-evaluation conducted with the Chief Academic Officer and the district's AIG specialists. TCS revises the local AIG plan to improve programming and services for students and families not only at the end of the three-year plan cycle but also, if necessary, during implementation. Triggers for interim revision may include: NCDPI's written feedback on the current plan; changing legislation; mid-cycle self-assessment; and stakeholder feedback. When revision is needed, the Chief Academic Officer consults with AIG specialists and principals to amend the specific practice(s), then presents the revision to the school board for approval. Throughout the three-year plan cycle, the AIG coordinator participates in state and regional meetings and professional development in order to advise the Chief Academic Officer and AIG specialists about changes in state legislation and State Board of Education/NCDPI policy which directly or indirectly affect the AIG plan. Legislative examples include auto-enrollment in advanced math, Credit by Demonstrated Mastery, diploma endorsements, and early admission to kindergarten. Policy examples include implementing a Multi-Tiered System of Support (MTSS) and striving for equitable access to advanced learning opportunities. The Chief Academic Officer and/or AIG coordinator present the AIG Plan to the local board of education for approval then submit the AIG Plan and attestation of school board approval to SBE/DPI for review and comment.

* 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.	In TCS, the Chief Academic Officer and AIG coordinator share responsibilities for monitoring the implementation of the local AIG program and plan, meeting regularly to review data and feedback from instructional leaders, AIG specialists, and stakeholders in order to guide/support AIG and talent development in classrooms, schools, and the district as a whole. Predictable, ongoing monitoring points include: semi-annual headcounts, the annual Advanced Math Report, the annual identification process, annual middle and high school registration processes and course development, and annual teacher assignments. The semi-annual AIG Institutes, and interim state/regional AIG meetings/webinars also provide predictable monitoring points, allowing TCS to fine tune practices, to hold preliminary discussions to plan for change, and to acknowledge and celebrate successes. The Chief Academic Officer and AIG coordinator facilitate implementing the AIG program with fidelity through timely communication and data sharing during district senior leadership meetings; periodic meetings with or presentations to principals; project-specific, supportive site visits; and AIG specialists meetings. The AIG specialists develop and use project management tools such as flow charts, checklists, spreadsheets, and correspondence templates in order to carry out processes consistently across the district. These shared tools are maintained in an "AIG/Advanced Learning" Team Drive shared with district leaders, instructional leaders, and counselors in addition to AIG specialists, so that processes may continue without interruption even as personnel move or retire.
* 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. TCS develops its AIG budget based on specific material needs. To ensure that teachers and other personnel whose positions are funded by PRC 034 monies fulfill their specified roles within the AIG program, TCS conducts periodic internal audits of Differentiated Education Plans, reconciling individual student plans, classroom/course assignments, and teaching assignments with identifications and services indicated. The Chief Academic Officer collaborates with the district Finance Officer to develop the budget, particularly to have AIG personnel based in each elementary and middle school and a coordinator who serves the high schools.	* 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. TCS measures student achievement and growth using a variety of formative and summative assessments to inform AIG and advanced learning instruction and service delivery across the K-12 continuum. Instructional leadership teams in every school, plus the AIG coordinator and the CTE curriculum & instructional management coordinator, maintain "data walls" to collect, analyze, and collaboratively plan using the following sources of readiness, growth, and achievement data:

▪ Universal indicators: NC Check-ins (grades 3-12), End-of-Grade/End-of-Course exams (grades 3-12); PreACT composite and subject area scores (grade 10; and ACT composite and subject area scores (grade 11). ▪ Other indicators: the Iowa Algebra Aptitude Test (grades 5-7); the PSAT (grades 9-11); Advanced Placement exams (grades 9-12); enrollment and increasing performance in honors, AP, and dual enrollment courses; progress toward the Global Language Endorsement; progress toward CTE pathway completion; and CTE credentials earned. Elementary and middle schools use their data walls to adjust their Intervention & Enrichment (I&E) and other groups, to differentiate curriculum, to continue or adjust supports, and to anticipate needs for master scheduling that accounts for cross-grade grouping or other forms of acceleration. Middle and high schools use their data walls to anticipate needs for advanced courses, to make placement recommendations prior to registration, and to facilitate advanced students' transitions from middle to high school. TCS relies on its partnerships with Blue Ridge Community College (BRCC) and Brevard College (BC) for dual enrollment, and high school instructional leaders and CTE coordinator use the data when collaboratively scheduling BRCC's face-to-face dual enrollment courses, striving to minimize high school students' travel time and conflicts with other advanced high school course offerings. Similarly, the AP Calculus AB teacher collaborates with Brevard College's math department chair to schedule Calculus II and Calculus III classes to fit within the high school blocks. Instructional leaders, counselors, and MTSS teams at all schools collaborate with the district's drop-out prevention coordinator to monitor performance and attendance data in order to implement both systemic and individual interventions. The district's automatic email alerts for enrollment/withdrawal and the semi-annual AIG headcount allow the AIG coordinator to collect data when students leave the AIG program. Annual analysis shows very few if any identified AIG students dropping out in TCS; most commonly, students leave the program because they transfer out-of-district.	* 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. North Carolina's definition of AIG students states, "Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor," and TCS recognizes that outstanding abilities may not be discerned in the context of day-to-day academic routines. Accordingly, as described in Standard 1, TCS uses evidence-based practices to provide multiple opportunities across all grade bands for every student to show strengths and aptitudes which may lead to AIG identification, including both achievement and the potential to achieve. Demographic data, including racial/ethnic factors, learning exceptionalities, and language differences are collected in PowerSchool and Infinite Canvas management systems. Using the data and reports available there, the AIG coordinator can analyze trends in referral, identification, achievement, and retention. If trends emerge, the AIG coordinator leads conversations with AIG specialists and instructional teams about the effectiveness of identification tools/processes and/or the AIG services provided. In contrast with AIG identification, access to advanced learning opportunities can have immediate and demonstrable effects on achievement. Therefore, if referred students are not identified for AIG, the Team for Academically Gifted (TAG), Multilingual Learner specialist, Exceptional Children's specialist, and instructional leaders nevertheless connect them to advanced learning opportunities for which they demonstrate readiness or potential. The AIG specialist monitors student response to the advanced learning opportunity and may subsequently uncover new evidence supporting an identification. As described in 6d, the AIG coordinator maintains a "data wall" to monitor student readiness for advanced courses and reports emerging readiness to instructional leaders, counselors, and teachers. The AIG coordinator also reports emerging readiness to parents/guardians and students, including in that communication the specific advanced learning opportunities that are open, how to access them, and schedule for informational meetings or individual
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conferences. Once students step into advanced learning opportunities, the AIG coordinator also monitors that progress, looking for readiness for further opportunities as well as evidence to support updated or new AIG identifications.	* 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. As a small, rural school district, TCS flexibly combines AIG responsibilities with other educational roles to ensure that gifted and advanced learners in each school receive appropriate direct and indirect services. In elementary schools, AIG specialists may also fill roles such as interventionists, test coordinators, and/or instructional coaches. In middle schools, AIG specialists also teach general education classes. In high schools, the AIG specialist serves as the AIG coordinator and Advanced Placement (AP) coordinator. The variety of service needed in each building dictates the credentials needed in each role. When hiring for positions that include AIG responsibilities or when shifting responsibilities among positions, principals generally include the Chief Academic Officer or AIG coordinator in interview/planning processes to ensure that personnel have or will have support in acquiring the certifications or additional training necessary for that role. The Chief Academic Officer and AIG coordinator collaborate with the Office of Human Resources to maintain credentials of personnel serving K-12 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. TCS uses a variety of processes to elicit feedback for continuous improvement of the AIG program: intentional reflection with collaborators after events like registration; process assessment with Teams for Academically Gifted (TAGs) after identification; an annual AIG Stakeholder Satisfaction Survey for parents/guardians and for teachers and other educators; applicable items in the biennial NC Teacher Working Conditions survey; and the LEA AIG self-assessment Interim Report, conducted with instructional leaders and AIG specialists. All these sets of stakeholder responses distinguish among the individual schools, allowing the AIG specialist, school TAG, and instructional leaders to respond to specific needs or weaknesses. Commonalities and trends across schools allow the AIG coordinator to respond to programmatic weaknesses or needs. Currently, AIG specialists gather informal feedback from students and parents/guardians throughout the year. In the upcoming plan cycle, TCS will explore ways to increase student and parent/guardian feedback and ideas for improving the local AIG program.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. TCS values the insight and critiques received from AIG program stakeholders. As appropriate, specific data and/or approaches for data analysis appear in relevant portions of the AIG Plan. Supporting data and trends from the program evaluation process may be cited when the AIG Plan is presented to the school board for approval and is supplied when board members, district leadership, and other instructional leaders ask questions during the approval process.

AIG personnel give annual opening of school presentations to instructional leaders and faculty at their schools. These presentations highlight programming delivered within their building and the data/trends and stakeholder feedback that influenced those programming decisions. Descriptions of AIG programming features and the reasons for programming decisions are shared with parents/guardians and community stakeholders through the AIG newsletter, particularly when stakeholder feedback or changes in student performance have prompted changes in policy or practice.	* 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. TCS protects the rights of AIG students and their parents/guardians through written policies, procedures, and practices and publicizes these protections in the AIG Parent Handbook, which is available to the public in both English and Spanish on the TCS AIG webpage. All formal, written communications to parents/guardians seeking informed consent for assessment, services, or reassessment are provided in English and/or Spanish. TCS seeks informed consent for assessment by sending a letter which explains how the student was screened or recommended for AIG services and then commencing the assessment process only if a parent/guardian grants written permission. The AIG specialist or teacher shares the assessment results with the parent/guardian regardless of whether the student qualifies for services at the conclusion of the process. If the student qualifies for services, the AIG specialist or teacher sends a written Invitation to Conference to the parent/guardian, and in that conference creates a written plan for service which is signed by the parent/guardian, the AIG specialist or teacher, at least one regular education teacher, and the principal or designee. If the student does not qualify for services at the conclusion of the identification process, TCS obtains parent/guardian's written consent for the school to provide service/s that nurture the student toward potential future identification and for the AIG teacher or specialist to monitor the student's academic progress and response to nurturing. Because TCS believes that students' strengths, abilities, readiness, and needs can change over time as they learn and grow, AIG specialists and teachers annually review students' performance and achievement in order to determine whether students' designations accurately reflect their need for specific services. For instance, if a student with an Intellectually Gifted designation subsequently receives qualifying reading achievement scores, a designation of Academically Gifted in Reading may be more accurate. In such cases, TCS will obtain written permission from the parent/guardian to make the update. However, once a student has an AIG designation, the student will not be unidentified unless the parent/guardian submits a written request to withdraw the student from the AIG program. If a student transfers into TCS with an existing AIG identification from another North Carolina district, TCS honors that student's identification but may revise or update the student's specific designation in order to best align local services with the student's needs. TCS will send the parent/guardian a written Invitation to Conference and create a written plan for service as with locally identified students, receiving informed consent from the parent/guardian through that conference. If a student transfers into TCS from another state, TCS will use all available data in the student's records to determine an appropriate designation for the student, and seek permission to test only if additional data is needed. As with in-state transfers, TCS will send the parent/guardian a written Invitation to Conference and create a written plan for service, receiving informed consent from the parent/guardian through that conference. Students and parents/guardians may use the following procedures for resolving disagreements. See G.S. 115C150.7(b)7 and G.S. 115C-150.8. <u>Step One:</u> Appeal at school level 1. The parent/guardian may request a conference with the school's TAG to present concerns. This request shall be submitted in writing. The parent/guardian may elect to provide only the written request without presenting concerns in person at a conference. 2. This conference shall be scheduled within ten school days upon receipt of the written notice and a review decision made in writing within five school days of the conference. 3. At this conference, all information is reviewed and shared with parent/guardian and minutes recorded. <u>Step Two:</u> Appeal at district level 1. The parent/guardian may request a conference with the district TAG. This request shall be submitted in writing within five days of the school decision and a conference scheduled within ten days upon receipt of the written request. The school's TAG chairperson and the child's
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teacher(s), principal, and/or other appropriate individuals may be invited to the conference in addition to the parent/guardian. 2. During the conference, additional information may be requested from the child's teacher(s), the parent/guardian, or school TAG. Written minutes of this conference will be kept by TAG. 3. The district TAG shall give its decision in writing within five school days.

Step Three: Mediation (optional) 1. The parent/guardian may request mediation by a neutral third party. This request shall be submitted in writing to the AIG Coordinator within five days of the district TAG decision. 2. It is the responsibility of the school system to identify and compensate a mutually acceptable mediator. 3. The mediator selects the format for the mediation session to follow. 4. The goal of the mediation will be a written agreement signed by both parties in good faith. 5. In the event that mediation does not resolve the disagreement, parents may continue with the due process procedures.

Step Four: Appeal to the Local Board of Education 1. If the parent/guardian disagrees with the decision of the district TAG and/or mediation has not rendered a satisfactory solution, a written request may be made to the Pennsylvania County Board of Education, Pennsylvania County Schools, 225 Rosenwald Lane, Brevard, NC 28712. 2. This request should be made within five days of the district TAG decision. The appeal then will be placed upon the agenda of the next Board of Education meeting. 3. The Board will review the concern. The Board may request further information from the parent, the child's teacher(s), the school and/or district TAG, the principal, and the AIG Coordinator. 4. The Board shall make a decision in writing within ten days of the appeal.

Step Five: Appeal to the State (G.S. 115C-150.8 Reviews of Disagreements) In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented. 1. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150C of the General Statutes. The scope of the review shall be limited to: 1) whether the local administrative unit improperly failed to identify a child as an academically/intellectually gifted student, or 2) whether the local plan has been implemented appropriately in regard to the child. 2. Following the hearing, the administrative law judge shall make a decision that contains the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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* Ideas for Strengthening the Standard

- Conduct an initial comprehensive AIG program evaluation with a strategic committee composed of the Chief Academic Officer and all AIG specialists in June 2027 and collaboratively plan steps/events/methods for including additional stakeholders throughout 2027-2028.
- Create an “AIG Through the Year” project management calendar
- Delineate more specific timeline and audiences for reporting and strategically addressing advanced learners' trends in schools' "data walls"

Planned Sources of Evidence

* Approved 2025-2028 TCS AIG Plan posted on NCDPI Local AIG Plans webpage and linked on TCS AIG/Advanced Learning webpage.

★ Data walls for each school which include AIG and advanced learners' growth, achievement, and readiness and artifacts of data-driven master scheduling of advanced classes and I&E blocks

* PRC 034 budget reports

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

Transylvania County Schools (880) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/19/2025 

AIG Related Documents

Transylvania County Schools (880) 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	AIG Approval.Executed.pdf

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	