

**Anson County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2019-2022**

**Approved by local Board of Education on:** 20-MAY-19  
**LEA Superintendent's Name:** Michael Freeman  
**LEA AIG Contact Name:** Jennifer McLaurin  
**Submitted to NC Department of Public Instruction on:** 12-JUN-19

Anson County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2019-2022, Anson County Schools local AIG plan is as follows:***

**Anson County Schools Vision for local AIG program:** Anson County School System is committed to the belief that each student has the right to receive an education based upon individual need. Gifted services are crafted to ensure that gifted and nurture students have the opportunity to reach their full educational, emotional, and social potential.

**Sources of funding for local AIG program (as of 2019)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$181031.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

12/11/2019

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## Standard 1: Student Identification

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

### **Practice A**

Develops screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Throughout the school year screeners are in place to gather data indicative of AIG students. Anson County uses a mass screening aptitude test, (In-View) for grades 2, 4, and 6. We also use End of Grade scores for students grades 3-11. Following the release of scores, the AIG team will meet to determine which students meet the criteria for AIG or Nurture programs. Teacher recommendation packets are sent out for those students that need additional data to support test results. These packets, contain teacher rating scales and student work samples. Additionally, portfolio documentation of student achievement may be included as supporting documentation.

AIG teachers will use a variety of indicators including aptitude scores (In-View), achievement scores (EOG/EOC's), and/or student work included in portfolio documentation on the Criteria for Eligibility document and Identification Flow Chart to determine service eligibility for the AIG program. Participation in the AIG program is for second through twelfth grades. However, students in kindergarten through second grade can be formally identified for services only if there is clear demonstration of need for differentiated services. These students shall demonstrate two or more grade levels above the current grade level in order to qualify.

Referrals can be sent in any time of the year from parents, teachers, or students to the AIG department. Upon receiving the recommendation, the AIG teachers will begin pulling quantitative data on the student. If further recommendations are needed from the staff, a referral packet will be given to the teacher. AIG staff will confer with parents once the referral packet and supporting documentation is received in its entirety.

### **Practice B**

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

**District Response:** The following criteria are considered for identification and eligibility to receive gifted services in language arts (AR) and/or mathematics (AM) or (AG):  
90th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely.  
90th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests, mClass.  
Teacher rating scales that indicate gifted characteristics in learning, creativity, leadership, and

adaptability.

Portfolios that demonstrate multiple above grade level work products, rubrics, and reflections within one or more specific academic areas at the student's highest level of performance.

Documented evidence of identification for gifted services from another school district.

Of the five criteria, students eligible should have 90th percentile or higher on either both or one aptitude test or achievement test. If a student only receives 90th percentile or higher on one of these tests, they will need to further qualify using either teacher rating scales or portfolios that demonstrate the student's performance.

If a student moves into Anson County, documentation would need to be received from the previous school district before services were implemented. Student data including present level of performance will be reviewed to determine if transferred students meet local criteria for gifted services.

The following criteria are considered for identification and eligibility to receive Intellectually Gifted (IG) services:

97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely.

Documented evidence of identification for Intellectually Gifted services from another school district.

Teacher Recommendations are not required for this service.

Student achievement at the 90th percentile or higher is not required for this service.

The following criteria are considered for identification and eligibility to receive Academically and Intellectually Gifted (AI) services:

97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments. If a licensed psychologist administered the IQ test when the student was at least eight years old, the student's IQ score is reliable and may be used indefinitely.

and 97th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests or mClass.

Documented evidence of identification for Academically and Intellectually Gifted services from another school district.

Teacher Recommendations are not required for this service for for Academically and Intellectually Gifted services.

Note: In order to qualify for Academically and Intellectually Gifted services, the student must have a 97th percentile on both a norm referenced aptitude or ability test and on an achievement test.

DPI strongly discourages the practice of de-gifting students. Anson County Schools also believes this is an unfounded practice and does not participate in de-gifting students. Efforts will be made to support learners and research and remedy situations that may result in less than optimal growth in the AIG student population.

Identification of K-12 students for the AIG program are in place. However, in grades K-2 students are only identified if there is a need for differentiated services. Nurturing services are available for this grade span, however, formal identification requires a psychological administered IQ test. Grades 9-12 can still be formally identified using the same documentation for services used in grades 3-8 or through the referral process. In addition, during grades 7-12 the department holds a review annually

to determine students with high achievement and/or aptitude that may indicate the need for additional testing to determine giftedness.

### **Practice C**

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

**District Response:** The AIG department works well with the Exceptional Children's department, Assessment, ELL teachers, and regular education teachers. Collaboration between these departments is vital in order to develop and implement differentiated instruction to identified students. The EC department assists the AIG department by helping to develop DEP/IEP's for twice-exceptional students and administering individual aptitude tests as needed for English Language Learners or those students identified as needing an individualized environment for aptitude testing. There is an increased emphasis on identifying students from diverse cultures and economic groups, which are traditionally under-represented in the AIG program. Opportunities will be provided to students that exhibit high intellect and demonstrate a need for advanced studies. English Language Learners will be given the opportunity to take other aptitude tests in order to assist with the identification process. Tests offered include nonverbal assessments such as the Naglieri-Nonverbal Ability test. When appropriate, ELL students will be tested in their first language to provide them an equal opportunity into the AIG program.

If a student is Twice Exceptional communication will be handled between the AIG department and the Exceptional Children's department to help meet the needs of the learner. IEPs could be used as a support document in creating a DEP/IDEP for the student. AIG teachers are encouraged to attend IEP meetings for the Twice Exceptional learner.

The Nurturing Program serves K-5 students that show potential to be in the AIG program. For K-2 students, this program is a first step to becoming an AIG student in grades 3-5. The Nurturing Program is similar to the AIG program, with students receiving AIG/Nurture instruction through their regular education teacher, pull-outs with the AIG/Nurture teacher, projects, and online-based instruction. Identified Nurturing students are cluster grouped in the regular education classroom for differentiated instruction. Teacher's Observation of Potential Students (TOPS) are filled out for students in grades K-2 for Nurturing services. These forms are reviewed by the AIG team, prior to placement in Nurture. Nurturing Differentiated Education Plans (NDEP) will be developed for the student with collaboration between parents, teachers, and AIG staff.

The district's testing coordinator also works with the AIG department to assist with Schoolnet issues, or for pulling up reports needed for DEPs or the identification process. Finally, the AIG personnel also collaborate with the regular education teacher(s) to help develop differentiated lesson plans and/or content that can be used with AIG students. It is important that all personnel work effectively to ensure student learning and promote growth and acceleration with AIG students. Regular education teacher(s) serve on the Differentiated Education Plan Committee. AIG teachers will field questions, concerns, and convey needs to ensure the needs of students are being met. Various stakeholders are involved in the development and implementation of the district AIG plan.

A local professional development course will be developed to address staff's understanding of giftedness and address misconceptions about various sub-groups. Principals and administration will be involved in the selection process of participants. Participants will be encouraged to take the PRAXIS exam for AIG licensure following completion of the course.

#### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** The AIG director regularly meets with stakeholders to implement the plan and develop programs for our AIG students. Consent forms for AIG /Nurture Services are sent out prior to the Differentiated Education Plan meetings. Parents must sign in order to continue the process. Due Process Procedures are given to parents during the Differentiated Education Plan (DEP) meeting. This document and others are available on the district's website in the AIG tab. These documents include: Criteria for Eligibility, AIG Nomination and Identification Flow Chart, student portfolio details and criteria, and etc.

AIG personnel attend yearly beginning of the year school meetings to share referral information, identification criteria, and services provided. The AIG Director attends all district wide principal and district staff meetings. The same information is shared during these meetings to ensure all staff are well versed in identification information.

The school district conducts a mass screening aptitude test for grades two, four, and six. Anson County Schools also currently examines all screening information available for any student who is referred by a parent, teacher, peer, or self. Non-referred students are also screened as personnel collaborate and examine all assessments and sub-tests for every student. If a child has percentiles and/or grades that may indicate a need for additional evaluation, the appropriate parties are notified. If a referral packet is initiated and it has not been completed, teachers are strongly encouraged to do so, or if further evaluation is indicated, AIG personnel do small group testing so that each child is given every opportunity for identification.

A random audit of 10% of all records of students referred and/or identified will be conducted annually. This audit will ensure that program standards are exceeded or maintained. All graduated AIG student records will be kept for 3-5 years following graduation.

#### **Practice E**

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

**District Response:** Brochures have been developed to educate stakeholders regarding the AIG department. These brochures are available at each school in the parent information section. This brochure will be updated periodically as staff and policy changes are made. AIG Glossaries are distributed during Differentiated Education Plan meetings. Brochures and the glossary are also available from the Anson County Schools' website.

Starting with the 2019-2022 AIG Plan, brochures outlining the department will be passed out to all current 2nd grade students. In this brochure, parents will be able to identify who to contact in the department regarding identification and why their child participates in a mass screening aptitude test in grades 2, 4, and 6.

Currently, the AIG Department also has a Prezi presentation that can be used at school meetings and is also located on the AIG webpage. This presentation has information regarding identification for all areas (AR, AM, AG, IG, and AI), AIG personnel, and Nurture services. The Prezi is a valuable resource for new teacher orientation. It gives vital information regarding the program and contact information for the new teacher. Professional development will be created for all certified staff to develop an understanding of giftedness and address misconceptions about various sub-groups.

All forms and procedures are translated into Spanish, which is the predominant secondary language used throughout the district. Other languages spoken in the home are translated as necessary. The ELL teacher is invited for any students and parents that receive ELL services and AIG/Nurture services to strengthen partnerships and collaboration when program meetings are held.

#### **Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

**District Response:** Anson County Schools AIG Facilitators will meet with parents/guardians annually to discuss their child's personal Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) and to get a signed consent for services. During each annual meeting parents will receive a copy of the AIG Glossary and the AIG Due Process/Parental Rights document.

All forms and procedures are translated into Spanish, which is the predominant secondary language used throughout the district. Other languages spoken in the home are translated as necessary.

During the DEP/IDEP meeting parents/guardians will be informed of their child's pathway in to the AIG program. Scores will be shared regarding aptitude tests, achievement tests, portfolio feedback, and/or teacher rating scales. Throughout the meeting the student's individual needs will be addressed on the DEP/IDEP and a copy will be made for the school and parent to keep on file. During the DEP meeting, the AIG Handbook and the Due Process/Parental Rights documents will be reviewed to keep parents knowledgeable of their rights during this process. The AIG department will file the original DEP/IDEP paperwork.

If a student is Twice Exceptional communication will be handled between the AIG department and the Exceptional Children's department to help meet the needs of the learner. IEPs could be used as a support document in creating a DEP/IDEP for the student. AIG teachers are encouraged to attend IEP meetings for the Twice Exceptional learner.

The high school and middle school DEP/IDEPs include coursework for the student's high school or middle school career. This information is reviewed annually with parent/guardians at DEP meetings. AIG staff will be present at high school information meetings to aid with the gifted learners scheduling needs.

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**Ideas for Strengthen the Standard:** During the 2019-2020 school year, Anson County Schools will shift our aptitude mass screening from 3rd grade to 2nd grade. This will aid in earlier identification of students and minimize the amount of testing in grade 3. By screening students earlier, the district hopes to identify and support more AIG students, especially under-represented populations.

**Sources of Evidence:** Brochures in English and Spanish Agendas from School Based Meetings  
Criteria for Eligibility Document  
AIG Nomination and Identification Flow Chart  
County and School Websites Housing AIG Documents Open Forum Meeting Agenda  
Prezi Presentation  
Parent Nomination Form (English and Spanish) Reading and Math Portfolio Guidelines  
Summer Enrichment Activities and Programs in North Carolina List AIG Summer Camp Invites  
Teacher Nomination Form Documentation of Examination  
Copy of DEP/IDEP (Elementary, Middle, and High Schools)  
AIG Glossary  
AIG Due Process  
Parental Rights Invitation/Consent for Services



## **Standard 2: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** At the elementary level a blended approach to service delivery will be utilized. Regular education teachers will continue to serve AIG students in the classroom, through differentiated learning opportunities. In addition to this method, two AIG licensed teachers will rotate between the schools. They will provide structured instruction outside of the regular English Language Arts and math block. This instruction will be linked with the county's unit plans and will consist of content accelerated thematic units integrated with technology and project-based learning. During lessons teachers will accelerate student learning into future grade levels to help accommodate student needs. This will ensure the AIG students receive an additional layer of support in the core areas. Anson County Schools will also cluster group students in an effort to challenge and grow talent. Should regular education teachers need additional support for developing AIG appropriate lessons, the AIG teachers will consult with or coach the teacher in this area.

We have identified mathematically able students in 7th grade Accelerated Math and Math I at grade 8. A school based AIG contact has been put into place: to monitor student scheduling, work with teachers with implementing DEPs, and provide in house staff development. North Carolina Virtual Public High School offerings are available to students that demonstrate a readiness and need for content acceleration. Middle school students are also able to take online courses through NCVPS for high school credit. District diagnostic testing demonstrates that some AIG students are excelling and need differentiated instruction outside of the core instruction. Therefore, NCVPS courses are utilized with these students to meet this need. AIG students are also grouped together for Language Arts instruction and cluster grouping is utilized for other core subject areas. Leadership opportunities are also available for AIG students at the middle school level. Students can qualify for the Beta Club, participate in Student Government Association, or receive a recommendation for the 8th Grade Leadership Group.

Honors, Advanced Placement, and Career and College Promise courses are available to students throughout the district. One option for advanced learners is participating in Advanced Placement (AP) course offerings that will be available to 9th and 10th grade AIG students. Following completion of these courses, it is recommended that students either continue with AP course offerings in 11th and 12th grades or take part in the Career and College Promise courses offered. School counselors will assist gifted learners with selecting between these courses or a blend of these course offerings based upon their post secondary educational goals. Job shadowing and community service experiences will also be aligned to the post-secondary interests of AIG students. All of these decisions will be triangulated with the college and career paths or interests designated by students.

Efforts will be taken to help students become familiar with the college admittance criteria and the traits of students that are successful once admitted.

Differentiated Education Plans (DEPs) and/or Individualized Differentiated Education Plans (IDEPs) are available to all teachers, specialists, and school counselors. Most students identified in reading (AR), math (AM), or both (AG) will receive a DEP at the beginning of the school year, unless specific needs are warranted for an IDEP. Students identified as Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI) will receive IDEPs to help meet the student's individualized needs. All relevant stakeholders (teachers, AIG department, counselor, parent, and school personnel) would be involved in the creation of the IG or AI student's IDEP. At the secondary level counselors are involved in the creation of DEPs. This ensures that course selection and registration aligns to post secondary goals.

### **Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Early in our Total Instructional Alignment (TIA) initiative, differentiation in instruction for enrichment and acceleration was emphasized for the academically able student. Professional development in areas of differentiation and compaction are available to every teacher within the system. A local professional development course will be developed for all certified staff to develop an understanding of giftedness and address misconceptions about various sub-groups. Principals and/or district staff will be involved in the selection process of participants. Following completion of the course staff will be encouraged to take the PRAXIS exam for AIG licensure. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

Administration at the primary and elementary schools are instructed to cluster-group AIG students together. This provides the opportunity for a rigorous curriculum utilizing technology and AIG purchased resources. Stakeholders have access to the Anson County Schools AIG webpage, that is also linked to every school webpage. This webpage provides vital information pertaining to the AIG program.

The AIG department works well with the Exceptional Children's department, Assessment, ELL teachers, and regular education teachers. Collaboration between these departments is vital in order to develop and implement differentiated instruction to those students identified. AIG personnel also collaborate with the regular education teacher(s) to help develop differentiated lesson plans and/or content that can be used with AIG students. It is important that all personnel work effectively to ensure student learning and promote growth and acceleration with AIG students. Regular education teacher(s) serve on the Differentiated Education Plan Committee. AIG personnel will field questions, concerns, and convey needs to ensure the needs of students are being met. Various stakeholders are involved in the development and implementation of the district AIG plan.

Through collaboration with the Exceptional Children's department (EC) qualifying students are identified as Twice Exceptional (2E). The team will meet when any placement decisions, annual reviews, or DEP/IDEP meetings are held to ensure that the comprehensive needs of the learner are being considered at all times.

The program director participates as a member of the district level instructional team. The director regularly attends all district principal's meetings and instructional meetings to share information regarding successes and changes in the program. Feedback is also sought to ensure that collaboration occurs.

### **Practice C**

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

**District Response:** The following information outlines College and Career Readiness Proficiency and the school growth index for each Anson County school during the 2017-2018 school year for the AIG subgroup:

AES	93.2%	Met 0.78
LES	94.1%	Insufficient Data**
MES	85.0%	Insufficient Data**
PPES	>95.0%	Exceeded 3.15
WES	92.9%	Insufficient Data**
WPS	Insufficient Data*	Insufficient Data**
AMS	82.8	Does not meet -5.19
ACEC	75.5	Met -0.31
AHS	86.2	Met -0.22

\*Insufficient data shows a population of less than ten students.

\*\*Insufficient data shows subgroup populations of less than thirty students.

Following careful examination of this data, it was observed that the elementary schools succeed in growing the AIG population, where data is sufficient. However, there is a decrease in proficiency on the school growth index for the secondary level. Using this data, it has been determined that Anson County Schools AIG department needs to work closely with school administration to ensure best practices are being met when teaching this subgroup. This could include assigning AIG students to a licensed AIG teacher or a teacher that demonstrates high growth in this subgroup. Professional development geared towards higher-order thinking, questioning, and differentiation for gifted learners are target areas for secondary education.

During the 2018-2019 school year the following professional development initiatives occurred to support and refine best practices in student grouping as a modified practice for 2019-2022 AIG Plan years. One instructional leader is serving as lead district trainer for SAS/EVAAS. Sixteen certified employees participated in Leading with EVAAS Administrator Edition. Eight certified employees participated in Leading In EVAAS Classroom Edition. One administrator attended the EVAAS Exploration Summit. This task force will support scheduling AIG students for maximum educational achievement and growth. The AIG team, building leaders, and instructional leadership will monitor student growth through the implementation of this practice. The practice of grouping AIG students with high growth teachers will help maximize student growth and inform needed professional development for teachers serving gifted students. This initiative will continue throughout the 2019-2022 AIG Plan years.

### **Practice D**

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

**District Response:** County-wide principal meetings and AIG personnel are on the agenda twice yearly. AIG personnel are also on the agenda at other meetings as needed. Principals will continue to receive instruction on differentiated instructional practices and receive updated information on state policies as they are revised or on an as needed basis. AIG personnel will be available to model differentiated lessons. All faculty members will participate in on-going training in differentiation.

Explanations of the NC Academically or Intellectually Gifted Program Standards have been given to the superintendent, school administrators, and all support staff. Each year, the local plan is discussed and recommendations are made for future updates. A copy of the Gifted Program Standards, the approved local plan, Article 9B, Early Admission to Kindergarten documents, and appropriate forms will be available on the ACS website and each school-based website. The AIG director meets with all new teachers to inform them of program expectations, policies, and procedures.

A school site AIG handbook has been developed for principals and pertinent staff to utilize when there are questions concerning AIG programming. It contains a copy of the AIG plan, Article 9 legislation, Kindergarten Early Admission Policy, blank copies of important documents (DEP, Placement Record, etc.), a Teacher Nomination Packet, Parent Nomination Packet, Math and Reading portfolio options, and a copy of the AIG brochure.

AIG personnel also attend beginning of the year meetings at schools to address program changes and the criteria for qualification. These meetings can also be used to communicate AIG/Nurture concerns and highlights. Currently, the AIG Department also has a Prezi presentation that can be used at school meetings and is also located on the AIG webpage. This presentation has information regarding identification for all areas (AR, AM, AG, IG, and AI), AIG personnel, and Nurture services. This Prezi would also be handy for new teacher orientation at the beginning of each school year. It gives vital information regarding the program and contact information for the new teacher. A local professional development course will be developed for all certified staff to develop an understanding of giftedness and address misconceptions about various sub-groups. Principals and/or district staff will be involved in the selection process of participants. Following completion of the course staff will be encouraged to take the PRAXIS exam for AIG licensure. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

### **Practice E**

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

**District Response:** Regular education teacher(s) serve on the Differentiated Education Plan Committee for each student. Upon completion of the DEP, copies are distributed to teachers, placed in the student's cumulative record, and housed at district office in the student's AIG folder. These folders are updated each year with DEPs, testing information, placement records, and etc. AIG

folders are kept 3-5 years following graduation.

ACS has one primary school that feeds into an elementary school and four kindergarten through fifth grade schools. Teachers and administration from the primary school do an excellent job of getting information to the next school about the students' strengths and weaknesses and the needs to be addressed in respect to the area of giftedness.

The elementary schools provide a list of gifted students with their identified area and each student's strength or weakness in that area as the student enters the middle school. Students' EOG scores and grades are also provided with other data that pertains to student needs. Once this data is received; counselors, administrators, and advisory teachers work with students and parents to make good choices regarding student grouping, coursework, and placement opportunities.

The transition to middle school is a very important time in the life of a student. To support AIG student needs, the elementary AIG contacts and district coordinator work with the middle grades school counselor, instructional coaches, and administration to ensure that the programming needs of Nurture and gifted students are met. Additionally, camp offerings will be made available to rising 6th graders to aid in the transition from elementary school to middle school. This camp addresses not only academic needs, but social-emotional needs of AIG learners.

Each school year AIG personnel meet with eligible students and explain the Duke TIP program. Students are encouraged to participate and those who qualify for Duke's Summer Programs are supported financially for the program.

The transition from the middle school to the high school involves assisting students and families with the high school application process. The AIG Director serves on the high school selection committee and assists with placement of students. The AIG director is also available at high school transition meetings and forums to ensure that students and parents are aware of available offerings for AIG students, in district and out of district.

Upon transitioning to high school, AIG program contacts set up an initial DEP meeting. Student EOG scores and grades are also provided with other data that pertains to student needs. Once this data is received counselors, administrators, and advisory teachers work with students and parents to make good choices regarding student grouping, coursework, and placement options. Parent meetings take place in the spring of each year for students who are transitioning from the middle school to one of our high schools. Advisory time is offered to these students on a continuous basis: to monitor student performance, educational opportunities, and scholarship information.

Out of district opportunities include presenting information in regards to the Governor's School applications and submission deadlines and the North Carolina School of Science and Math. Those students that qualify for Governor's School are supported by the school counselors throughout the application process and the AIG department provides financial backing as well.

## **Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school

counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:** All school level personnel (counselors, AIG teachers, and the regular education teacher(s) have responsibilities to fulfill in relationship to the AIG program and its students. With a collaborative approach, Anson County Schools feels that AIG needs will be better served and that more students will participate in AIG sponsored events or enrichment opportunities.

The school counselor helps students and parents with academic guidance and planning. This planning should include the formation of a career plan for the student. Counselors will also provide counseling for those students in need. This could include academic, social/emotional, or behavioral counseling. The school counselor will be included in DEP meetings for gifted students as needed. For example, should a student have subject or grade level acceleration, the school counselor should be included in the meeting to develop a schedule for counseling. This counseling will ensure that the student's social/emotional needs are targeted through a proactive approach.

The AIG teacher works within their department to select students with gifted potential and holds Differentiated Education Plan meetings (DEPs) in collaboration with other staff for the gifted learner. Throughout the school year AIG personnel select appropriate curriculum and materials for instruction in the AIG classroom. If needed, staff will help plan and model instructional strategies and practices for other educators. Collaboration with school-based and district staff will be held to ensure a differentiated curriculum for gifted students. Instruction for students will be provided as assigned by the principal. The AIG teacher is a resource for staff, students, parents, and community members in regards to gifted education.

Elementary instructional coaches attend local coaches meetings with instructional leadership team members; where information, best practices, and professional development is shared that will be redelivered to school staff. Instructional coaches also support school/grade level Professional Learning Communities (PLCs) at their designated school. Coaches can also attend the North Carolina Association for the Gifted and Talented (NCAGT) conference with AIG staff. Information gathered at the conference can be shared directly with school staff to aid in meeting the AIG populations needs at that school.

Secondary instructional coaches will also attend local instructional coach meetings where they will share the information learned with staff and hold in-house professional development with school staff. Additional professional development opportunities in relation to differentiated instruction, College Board trainings, and AIG may also be required for this position. Secondary coaches are also encouraged to attend the NCAGT conference with AIG staff. Any information learned through this conference would also need to be shared with staff during school-based professional development. Additionally, secondary coaches will support school PLCs and assist with any additional needs dictated by administration.

### **Practice G**

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

**District Response:** Acceleration has been a viable option for highly gifted students in the Anson

County School system. Parents who have highly gifted children have been informed of this option and with consistency but individualization, ACS has implemented a process for acceleration. Students may accelerate in several ways.

Students who consistently demonstrate performance two or three years beyond their peers may need additional acceleration. Anson County Schools offers subject and grade level acceleration options.

#### Grade or Subject Acceleration Process

Elementary Schools: Requirements for acceleration are: individualized testing by a licensed psychologist indicating the need, along with grades indicating a student is ready for the next grade level's work, observations conducted by AIG department staff and/or counselors, and an observation of the child by the principal and/or next grade level teacher. Upon acceleration, counseling with guidance by student and parent is strongly recommended for a minimum of a semester to ensure that the student is coping socially and emotionally as well as academically at the new grade level.

Secondary Schools: At the middle and high school levels, students may accelerate by taking advanced level courses.

#### Credit by Demonstrated Mastery (CDM):

The Credit by Demonstrated Mastery (CDM) process allows students to demonstrate mastery of a course's content, getting credit and a pass/fail grade for the course by taking an assessment and completing an artifact. Anson County Schools began initial implementation of CDM during the fall of the 2014 school year by offering CDM at the high school level for World Language courses and courses with an online option for End-of Course (English II, \*Math I, & Biology) or NC Final Exams (English III, Math II, \*Math III, Earth & Environmental Science, Physical Science, Civics & Economics, U.S. History & World History).

#### Early Admission to Kindergarten:

Also, ACS follows the State Board Policy pertaining to the Early Admission to Kindergarten, GCS-J-001, "Policy delineating the standards for early admission to kindergarten." This policy requires that children who reach their fourth birthday by April 16th, may enter kindergarten if they demonstrate an extraordinary level of academic ability, social and developmental maturity, and the ability to participate in a full school day. The policy establishes the specific aptitude and achievement test score levels (described below) and requires that all testing occurs after April 16th following the child's 4th birthday. To reference the specific policy, please visit <https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=KNEC-001&Sch=10399&S=10399&C=KNEC&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

AIG staff will create an IDEP based upon student needs to support acceleration, if this pathway is chosen. This IDEP will be a collaboration between parents, teachers, AIG staff, principal, and student. Copies will be distributed to the appropriate parties and an original will be kept on file.

#### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged,

English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** ACS recognizes the importance of this practice, thus, teachers have collaborated and worked to nurture and develop the academic potential in under-represented populations. Teachers are trained to recognize the giftedness and academic promise of diverse students, as well as the highly gifted student. ACS is also encouraging teachers to receive their AIG licensure, so that they can help serve this subgroup during regular education.

The Nurturing Program serves students K-5 that show potential to be in the AIG program. For K-2 students, this program could be a first step to becoming an elementary AIG student in grades 3-5. The Nurturing Program is similar to the AIG program, with students receiving AIG/Nurture instruction through their regular education teacher, pull-outs with the AIG teacher, projects, and online-based instruction. Identified Nurture students will be cluster grouped in the regular education classroom for differentiated instruction. Nurturing Differentiated Education Plans (NDEP) will be developed for the student with collaboration between parents, teachers, and AIG staff. School counselors will be included in the creation of a student's NDEP, when appropriate.

At the middle school and high schools in Anson County, students who are not formally identified as AIG can participate in the Nurture Program. Nurture students are cluster grouped together for Reading and Math instruction with high performing and gifted learners. The middle school has a school counselor that meets with and supports Nurture students. In addition a Child Family Support Team (CFST) consisting of a school social worker and nurse are employed full time at the school and are available to address social/emotional and health needs. A goal for 2019-2020 is the strategic expansion of student programs and clubs aligned to Multi-Tiered Systems of Support (MTSS). Twice-Exceptional (2E) students and English Language Learners (ELL) also receive additional support at the secondary level from Exceptional Children's department and the English Language Learner department. Collaborative efforts and planning occur to ensure that best scheduling practices are maintained, teachers receive effective teaching strategies, and the Professional Learning Committee process is being followed.

The district will review performance information to determine students that are under identified and show potential to excel in studies. These students will be targeted for advanced course work and additional support services to meet their unique learning needs and help them reach their potential.

Anson County Schools will place an increased emphasis on identifying students from diverse culture and economic groups, which are traditionally under-represented in the AIG program. Opportunities will be provided to these students that exhibit high intellect and the need for advanced studies. Also those students that are English Language Learners will be given the opportunity to take other aptitude tests in order to assist with the identification process. Tests offered include nonverbal assessments such as the Naglieri-Nonverbal Ability test. When appropriate, ELL students can also be tested in their first language to provide them an equal opportunity into the AIG program.

Anson County Schools will continue to strive to increase AIG/Nurture services for under-represented AIG populations outside of the traditional services. Nurture services have been extended to those students that are out-performing their peers at elementary Targeted Support and Improvement Schools (TSI) and Comprehensive Support and Improvement (CSI). Names of those students identified, as Nurture, will be shared with the middle school and high schools to further advance the



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academic needs of students.

Additional services for AIG students include laptop computers at elementary, middle, and high school levels to help provide additional academic opportunities. These opportunities include: online courses for college credit, online-based curriculum support, and opportunities to create presentations/assignments.

### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** Students in Anson County Schools are encouraged to participate in extra-curricular activities of interests that extend their academic needs and/or social and emotional needs. This is an on-going practice in the district. The following opportunities are offered locally in Anson County.

**Arts Council:** At all school levels, teachers' work with AIG students in the arts through the Arts Council programs; including the Arts Crawl, Gallery Displays. This allows students the opportunity to not only contribute projects for display, but a chance to work the shows for volunteer hours. The Arts Council also offers community plays, with acting opportunities for students. Camp offerings are held each summer.

**Anson County Library:** Students can also participate with the Anson County Library with drama lessons, artwork displays, reading book clubs, and meet the author days. The library holds camps annually. They partner with the school district with a wi-fi backpack checkout program that is advantageous for disadvantaged students needing technology support to complete assignments.

**Anson County Historical Society:** offers walking tours of the town and history lessons.

**4-H Clubs:** offer camps to elementary students on agriculture and local issues.

**South Piedmont Community College: Summer Camp Experience**

-Available for middle school and high school students on a variety of topics.

Other local opportunities include:

- Wingate University's Drama and Speakers Series
- Summer of Surprises (rising 3rd and 4th graders)
- Science Enrichment Camps (Planetarium; elementary)
- Science Camps (Rotary Planetarium; elementary)
- AIG/Nurture Math Boot Camp (elementary)
- 6th Grade Transition Camp
- Battle of the Books
- Charlotte Area Math Club
- Ansonia Theatre Summer Camps

All of these opportunities and additional summer enrichment opportunities are available on the district's website for all students.

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High school AIG volunteers are contacted to complete community service hours during AIG/Nurture camps. The camps provide our high school AIG students the opportunity to connect with other AIG/Nurture students.

**Ideas for Strengthen the Standard:** AIG staff will serve as active members on the district MTSS team. In addition, AIG staff will assist building administrators with the use of EVAAS to guide scheduling and professional development.

**Sources of Evidence:** Student Schedules Class Rosters

Lesson Plans

Teacher Schedules AIG Headcount

Evidence of Students in Cross-Grade Level Subjects Agenda from Parent Meeting on Online Courses

Student Enrollment List for Online Courses

Student Test Scores for Accelerated Courses Requiring an EOC Master Schedule for Middle School and High Schools

Total Instructional Alignment Documents Parent, Student, and Staff Surveys

Anson County School's Webpage

Agenda From Principal's Meetings

Agenda From School Site Faculty Meetings

Agendas From Meetings and Trainings on Differentiation Transition Lists

Meeting Minutes or Agendas From Meetings with Teachers and Guidance Regarding AIG Students

Agenda and/or Sign-In Sheets from Parent Meetings

Guidance Counselor Documentation AIG Teacher Schedules Acceleration Options Communicated

Use of Testing Data In Determining the Acceleration of a Child Minutes and Evidences of

Acceleration Meetings

IEP/DEP/IDEP

ELL Training Evidences

Brochures and Advertisements on Programs of Interest Applications for Camps and Local Programs

Student Participation Data for Camps

### **Standard 3: Differentiated Curriculum and Instruction**

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

#### **Practice A**

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

**District Response:** Student services in Anson County Schools will be as follows: at the elementary level a blended approach to service delivery will be utilized. Regular education teachers will continue to serve AIG students in the classroom, through differentiated learning opportunities. District AIG personnel will support AIG plan implementation and the implementation of DEPs'. In addition to this method, two of the AIG licensed teachers will rotate between the schools. They will provide a structured pull-out instruction outside of the regular English Language Arts and Math block. This instruction will be linked with the county's unit plans and will consist of thematic units integrated with technology and project-based learning. This will ensure the AIG students receive an additional layer of support in the core areas. The thematic units taught during the AIG pull-out sessions expose students to above-grade level content. Through this enrichment opportunity, students are also provided the experience of self-selected topics to study along with the thematic units. This is an extension of the AIG classroom lessons and the North Carolina Standard Course of Study, that allows personalized learning. Anson County Schools will also cluster group students in an effort to challenge and grow talent. Additional learning opportunities are made available to students through Duke TIP enrollment and local camps. Those students that enroll in the 4th-6th grade Talent Search are also encouraged to participate in the PSAT 8/9 to test on their ability level. Scores from this test can be shared with the AIG department and placed in the student's AIG folder. Local camp offerings give students the opportunity to work with AIG students countywide on their ability level as well. During these camps, students complete a thematic unit and participate in an educational field trip associated with the curriculum.

Middle school AIG students will also be cluster grouped in ELA, Science, Social Studies, and the Math Acceleration program. These students will take 7th grade Accelerated Math and Math I at grade 8. Middle school students are also able to take online courses through NCVPS for high school credit. District diagnostic testing demonstrates that some AIG students are excelling and need differentiated instruction outside of the core instruction. Therefore, NCVPS courses are utilized with these students to meet this need. Students are cluster grouped together when taking these courses to provide academic support and reinforcement. Other acceleration options are available to AIG students at the middle school. Duke TIP enrollment is highly encouraged for grades 7-8. Students that participate in this program are rewarded during academic awards night with a certificate of excellence. Additionally, students that participate can partake in either the SAT/ACT. Scores can be shared with the AIG department and placed in the student's AIG folder.

There is a contact person assigned to the students at the middle school to provide support and monitoring of progression towards content mastery, since the online learning platform is new to these

young learners. A school based AIG contact monitors student scheduling, works with teachers with implementing DEPs', and provide in house staff development.

AIG contacts are designated to handle DEP meetings and student needs. At the high school level, the AIG students are served through various academic programs, pathways, and course offerings. AIG Students experience a one-to-one computer initiative. Classes are heavy with research methodology and higher order performance task to represent high levels of achievement. One option for advanced learners, at the high school level, is participating in Advanced Placement (AP) course offerings that will be available to 9th and 10th grade AIG students. Following completion of these courses, it is recommended that students either continue with AP course offerings in 11th and 12th grades or take part in the Career and College Promise courses offered. This determination should be based upon their post-secondary goals.

During NC Countdown to College week, AIG staff will be on hand to assist AIG seniors with the college applications, FAFSA forms, and residency. Anson County Schools 2019-2020 adopted mass communication platform, SWIFT K-12 to promote this event and increase participation.

AIG students will take a learning styles test using the College Foundation of North Carolina (cfnc.org) platform. AIG personnel will help AIG students register through the website in order to complete this task. Usernames and passwords will remain the same throughout the rest of the student's Anson County Schools career. The learning styles test will aid the student in registering for middle school and high school classes and determining career paths. Other tests on the website may also be used to aid students in determining school pathways. This information will also help teachers and instructional coaches as they work to design and facilitate appropriately designed curriculum that is student centered.

Academic clubs that focus on 21st century skill development and areas of interest will be offered at each level. The school district will begin to build on existing club structures to promote higher order thinking skills. Beta Club, Student Government, Battle of the Books, and 8th Grade Leadership Group are just a few of the current clubs being utilized by AIG learners at the middle school level. At the high school level there are several academic clubs offered: the National Honor Society, National Art Honor Society, Robotics Club, Microsoft IT Club, Spanish Club, Multi-Cultural Club, Student Government, Creative Writing, Criminal Justice Club, Health Occupations of America (HOSA), and Coding Club.

### **Practice B**

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

**District Response:** ACS administrators and certified staff receive training in differentiation and rigor through various professional development opportunities. Lesson plans and lesson delivery are monitored by the principal to determine if teachers are providing differentiated instruction to all students. AIG personnel are involved in unit plan development and implementation; to ensure AIG student's needs are met. The AIG personnel will work each year to align thematic extension activities to district unit plans. These extension activities can be used if a student already knows the curriculum being taught in the unit or needs above grade level work on the same topic. Carol Ann Tomlinson's instructional strategies that support differentiation such as: learning contracts, tiered-activities, choice

boards, and group investigation will be used through these learning extensions. AIG teachers will also do pull-outs with students, where they will participate in thematic units that are above grade level and have the option of participating in self-selected topics of study. Differentiated instructional strategies will also be used when supporting students. The AIG department also recommends that all AIG students be cluster grouped within the regular education classroom.

Honors and AP teachers are expected to attend available professional development to strengthen skills in lesson planning and delivery of lessons that are differentiated and rigorous at an advanced/college level. The AIG department will assist with the funding of these professional development opportunities. The district will take advantage of AP Summer Institute offerings and provide differentiated instruction professional development during the plan cycle. The AIG department will also assist students transitioning from elementary schools to the middle school and from the middle school to the high schools. AIG personnel will be present at transition meetings to answer questions and concerns regarding scheduling and AIG services provided at the various schools. Additionally, camp offerings will be made available to rising 6th graders to aid in the transition from elementary school to middle school. Transition activities occur at each individual high school. These opportunities address not only academic needs, but social-emotional needs of AIG learners.

Honors, Advanced Placement, and Career and College Promise courses are available to students throughout the district. One option for advanced learners, at the high school level, is participating in Advanced Placement (AP) course offerings that will be available to 9th and 10th grade AIG students. Following completion of these courses, it is recommended that students either continue with AP course offerings in 11th and 12th grades or take part in the Career and College Promise courses offered. Placement testing for Career and College Promise courses is available to those students that meet the criteria. School counselors will assist gifted learners with selecting between these two areas or a blend of these course offerings based upon their post secondary educational goals. Staff assisting students should be mindful of the eligibility requirements for the Career and College Promise courses when registering students. Job shadowing and community service experiences will also be aligned to the post-secondary interests of AIG students. All of these decisions will be triangulated with the college and career paths or interests designated by students. Efforts will be taken to help students become familiar with the college admittance criteria and the traits of students that are successful once admitted.

### **Practice C**

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

**District Response:** Anson County Schools utilizes a variety of curriculum materials that are evidence-based to enhance student learning. This will ensure the AIG students receive an additional layer of support in the core areas.

- Singapore Math (grades 3-5)
- Hands-On Equations (grade 5)
- Developing Fraction Sense (grades 3-4)
- Novel Inventions (grades 3 -8)
- Michael Clay Thompson Vocabulary (grades 3-5)
- Code.org (grades 3-5)

Professional development on differentiation and instruction is offered to all ACS teachers through the Curriculum and Instruction department. Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Another option is for staff to participate in local professional development on AIG. These opportunities will help teachers and district personnel understand the needs of the AIG student and how these needs should be addressed in the regular education classroom, resource support, and/or supplemental programs.

Additionally, AIG personnel will be afforded the opportunity to attend the NCAGT Conference. During this conference certified staff can receive updates regarding the AIG plan, teaching models, and numerous other AIG materials needed. AIG certified teachers that wish to attend this conference are highly encouraged to attend.

#### **Practice D**

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

**District Response:** Two AIG licensed teachers will rotate between ACS schools. They will provide structured instruction outside of the regular English Language Arts and math block. This instruction will be linked with the county's unit plans and will consist of thematic units integrated with technology and project-based learning. This will ensure the AIG students receive an additional layer of support in the core areas.

Students will receive additional research opportunities in the regular education classroom as teachers differentiate instruction for AIG students. This could include independent studies, contracts, curriculum compacting, tiered assignments, and enrichment activities that can be completed in and/or outside the classroom.

The AIG department will collaborate with various school-level events, such as: Math Fairs, Career Fairs, Science Fairs, participation in Battle of the Books, technology-based supplemental contests, and additional extracurricular opportunities to AIG students across the county. These extracurricular activities will provide AIG students with the opportunity to participate in critical thinking and problem solving situations and high-level communication and collaboration settings. Media/supplemental contests and Battle of the Books will provide students with the option of contending against worldwide and/or statewide competitors for recognition.

STEM education continues to be a K-12 focus for Anson County Schools. The district currently has two robotics clubs and one STEM club with plans to expand such opportunities. The district also employs an awardee for the 2019 Career Award for Science and Mathematics Teachers (CASMT) grant program. Through this program, professional development will occur to support continued development of STEM teaching principles and project based learning experiences for staff.

Currently, Anson County Schools uses CANVAS as its learning management system for all secondary schools. During the 2018-2019 school year, the district provided professional development through a district created CANVAS course titled, Digital Content and Instruction. This effort was a result of the data collected from the district's Digital Learning Plan. The Instructional Leadership Council (ILC) gave priority focus to improving content and instruction. As a next step,

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CANVAS will be expanded to elementary grades 3-5 during the 2019-2020 school year. The goal of the CANVAS initiative is to individualize instruction and allow for collaboration, critical thinking, communication, and creativity. The AIG Department will also support the CANVAS initiative by utilizing the platform and connecting through dynamic ways that infuse the 4 C's (collaboration, critical thinking, communication, and creativity) to achieve program goals and the benefit of AIG/nurture students in a global society.

Advanced Placement and Career and College Promise courses are available to students throughout the district. School counselors will assist gifted learners with selecting between these two areas or a blend of these course offerings based upon their post secondary educational goals. In the 2018-2019 school year, ten students from the traditional high school earned Associate's Degrees through our partnership with South Piedmont Community College (SPCC), while seventeen students also earned Associate's Degrees from the Early College. Utilizing the pathway structure, job shadowing, internships, and community service experiences will also be aligned to the post-secondary interests of AIG students. All of these decisions will be triangulated with the college and career paths or interests designated by students. Efforts will be taken to help students become familiar with the college admittance criteria and the traits of students that are successful once admitted.

### **Practice E**

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** Students will take formative assessments/benchmarks on a routine basis in the area of science for grades 4, 6, and 7. Third grade English Language Arts benchmarks will also be administered along with other formative assessments. Social Studies benchmarks will be administered in grades 6, 7, and 8. High school core area courses administer formative assessments every 20 days to guide instruction. North Carolina Check-Ins will be administered in English Language Arts grades 4-8, math grades 3-8, and science grades 5-8. The data derived from these assessments will give a clear indication of the level of mastery of the student. With the data obtained from these assessments, the teacher will be able to individualize instruction to best meet the needs of each student. Data will also be communicated to the AIG teachers, in order to best assess the student's needs. If changes need to be made to DEP/IDEPs based upon data trends, these changes will be made.

A K-8 universal screener and adaptive personalized learning program is utilized to provide support to gifted learners at their present level of performance.

Anson County Schools will make two assessment modifications during the 2019-2020 school year that will impact AIG students. K-8 students will be administered cross-curricular on-demand, standards aligned, writing prompts. mClass will also continue to be used for grades K-3, however, the district will use Flex for students in grades 2-3.

This data will be used by PLCs and individual teachers to determine differentiation needs and reteaching that needs to occur using the Multi-Tiered System of Support (MTSS) framework.

Teachers are also able to use informal assessments in the classroom for regrouping and/or small

group work instruction. These assessments will provide additional opportunities for the teacher to deliver differentiated instruction to those students that have already mastered a particular lesson.

Each elementary school will have a dedicated daily enrichment block to extend learning for AIG students. Assessment data will be used to determine skill focus for mastery. A direct focus will be placed on growing AIG students.

### **Practice F**

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

**District Response:** Anson County Schools understands that a variety of practices can be used to address the educational, emotional, and social needs of the AIG student. With that concept in mind, ACS offers an array of services that can be used to augment and/or enrich instruction for the AIG student. These services are indicated on the student's DEP and are reviewed annually with parents for fidelity. Services offered on the DEP include: cluster grouping, flexible grouping, subject grouping, resource units, resource class, cross-grade grouping, subject acceleration, and grade acceleration. Additional assignments may also be offered in the regular education classroom including tiered assignments, learning contracts, problem-based learning, project-based learning, independent studies, and curriculum compacting. If a student shows a need for an IDEP, counseling services by a school counselor for the social and emotional needs of the learner are included under service options. If a student grade or subject accelerates, counseling services by the school counselor must be provided to ensure the social/emotional needs of the learner are addressed.

AIG staff will participate on the Multi-Tiered Systems of Support (MTSS) district team. The function of this team is to ensure effective implementation across all levels of the system including district, school, classroom, and the individual student. The AIG representatives will work to ensure that the effective use of data will result in data driven decisions and progress for AIG student success.

The AIG department offers free summer camps for the AIG/Nurture student. Elementary camps are offered to grades 3 - 5. Previous camp offerings include Math Boot Camp, Citizenship Camp, and Science camps. Camp offerings will continue throughout the 2019-2022 summers. Themes have been created for each camp to gain student interest. AIG/Nurture camp offerings have been very popular in the past two years and with the use of grants, we expect to be able to offer additional elementary camps in the future.

The AIG department will also assist students transitioning from elementary schools to the middle school and from the middle school to the high schools. AIG personnel will be present at transition meetings to answer questions and concerns regarding scheduling and AIG services provided at the various schools. Additionally, camp offerings will be made available to rising 6th graders to aid in the transition from elementary school to middle school. Transition activities occur at each individual high school. These opportunities address not only academic needs, but social-emotional needs of AIG learners.

Additionally, the AIG department has purchased books to be used by AIG personnel and school counselors for developmental bibliotherapy. Bibliotherapy is another tool to help AIG students deal



with their varied social and emotional issues. Counselors will meet with all AIG students at least twice during the school year. During these meetings developmental bibliotherapy could be used to help ease student transitions, alleviate social or emotional concerns, and/or help students modify behavior. In 2019-2020, AIG staff will conduct a training with school counselors on bibliotherapy during an early release professional development session.

Furthermore, starting with the 2019-2022 AIG plan, AIG teachers will incorporate social and emotional lessons into the pull-out program. This would be for grades 3 and 5 at the elementary level. Collaboration with counselors and the use of the bibliotherapy books could be utilized for these lessons.

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

**District Response:** The K-2 Nurture Program will focus on those students that demonstrate above-level reading and/or math abilities when testing on school administered formative math assessments and mClass Reading 3D. The above-level criteria will be communicated to teachers at the beginning of each school year to modify for scoring adjustments. Teacher's Observation of Potential in Students (TOPS) forms are also filled out for students in grades K-2 for Nurturing services. These forms are reviewed by the AIG team, prior to placement in Nurture. Services include one- 30 minute Nurture lesson weekly with the elementary AIG/Nurture teachers and grades 1-3 will be cluster grouped in an effort to challenge and grow talent.

The K-2 Nurture Program will also focus on small group activities within the reading and math curriculum programs. Teachers will use above-level materials have been purchased to use during small group lessons. Teachers may use additional teacher made choice boards and extended learning opportunities to help the higher-level learner grow.

Kindergarten through 2nd grades will also build an enrichment block to extend learning for Nurture students. Small group manipulatives and above-level materials will also be used during this time.

Students that meet the qualification requirements in kindergarten through second grade can be formally identified for services only if there is clear demonstration of need for differentiated services. Nurturing services are available for this grade span, but formal identification would need a licensed psychologist administered IQ test. These students would need to demonstrate two or more grade levels above the current grade level in order to qualify. This could be demonstrated on the TOPS form, rating scales, and classroom performance. Third grade students are qualified for AIG services in the fall, when aptitude scores are processed. Anson County Schools is transitioning to mass screening aptitude tests for grades 2, 4, and 6, with 2nd grade taking their aptitude test in the late spring. This will aid AIG staff in qualifying 3rd grade students earlier than previous years.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among

regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** The AIG department works well with the Exceptional Children's department, Assessment, ELL teachers, and regular education teachers. Collaboration between these departments is important in order to develop and implement differentiated instruction to those students identified. The EC department assists the AIG department by helping to develop DEP/IDEPs for Twice-Exceptional (2E) students and administering individual aptitude tests as needed for English Language Learners (ELL), or those students identified as needing an individualized environment for aptitude testing.

The district's testing coordinator also works with the AIG department to assist with Schoolnet issues, or for pulling up reports needed for DEPs or the identification process. The testing coordinator also collaborates with AIG staff to administer the aptitude test during the Fall and Spring. Test scores are also provided through this department from achievement and aptitude testing, this aids in the qualifying process for AIG/Nurture status.

AIG personnel also collaborate with the regular education teacher(s) to help develop differentiated lesson plans and/or content that can be used with AIG students. It is vital that all personnel work effectively to ensure student learning and promote growth and acceleration with AIG students. Regular education teacher(s) serve on the Differentiated Education Plan Committee. Each school's AIG contact person will field questions, concerns, and convey needs to ensure the needs of students are being met. Various stakeholders are involved in the development and implementation of the district AIG plan.

Instructional coaches routinely meet with Professional Learning Communities (PLCs). AIG staff are also available to support school level PLCs as needed.

### **Practice I**

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

**District Response:** Anson County Schools AIG Facilitators will meet with parents/guardians annually to discuss their child's personal Differentiated Education Plan (DEP) and/or Individual Differentiated Education Plan (IDEP) and to get a signed consent for services. During each annual meeting parents will receive a copy of the AIG Glossary and the AIG Due Process/Parental Rights document.

All forms and procedures are translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary. When appropriate, the ELL teacher/staff can be invited to attend a student's DEP/IDEP meeting to assist with the language barrier.

During the DEP/IDEP meeting parents/guardians will be informed of their child's pathway into the AIG program. Scores will be shared regarding aptitude tests, achievement tests, portfolio feedback, and/or teacher rating scales. Throughout the meeting the student's individual needs will be

addressed on the DEP/IDEP and a copy will be made for the school and parent to keep on file. Before leaving the AIG Handbook and the Due Process/Parental Rights documents will be reviewed to keep parents knowledgeable of their rights during this process. The AIG department will file the original documents.

If a student is Twice Exceptional, communication will be handled between the AIG department and the Exceptional Children's department to help meet the needs of the learner. IEP's could be used as a support document in creating a DEP/IDEP for the student. AIG teachers are encouraged to attend IEP meetings for the Twice Exceptional learner.

The high school and middle school DEP/IDEPs include coursework for the student's high school or middle school career. This information is reviewed annually with parent/guardians at DEP meetings. AIG staff will be present at high school information meetings to aid with the gifted learners scheduling needs.

**Ideas for Strengthen the Standard:** During the 2019-2022 plan cycle, Anson County Schools will expand the use of Novel Inventions to the elementary grades. The district also employs an awardee for the 2019 Career Award for Science and Mathematics Teachers (CASMT) grant program. Through this program, professional development will occur to support continued development of STEM teaching principles and project based learning experiences for staff. AIG staff will partner with this teacher leader to infuse STEM principles across the district. Another initiative that will take place during the plan cycle includes the use of CANVAS as a learning management system for grades 3-5. This learning management system will be utilized to infuse the 4C's (collaboration, creativity, critical thinking, and communication for students).

**Sources of Evidence:** Unit Plans

Student Work Samples

Benchmark Assessments

Agendas/Sign-Ins from Trainings Class Rosters

IDEP/DEP

Professional Development Offerings Special Programs Offered

Lesson Plans

Student Technology Products

Formative Assessment Samples

Schoolnet Reports

mClass Reports

iReady Reports

Camp Invitations

AIG Plan

AIG Brochure

Spanish Documents

List of Students Identified as Nurture

Curriculum Meeting Minutes/Agendas

DEP Signatures

AIG Glossary

AIG Due Process

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Parental Rights

Criteria for Eligibility Document

Reading Portfolio Options and Criteria

Math Portfolio Options and Criteria

AIG Nomination and Identification Flow Chart

Invitation/Consent for Services

## **Standard 4: Personnel and Professional Development**

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

### **Practice A**

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

**District Response:** Currently, the AIG Director is highly qualified with licensure in Exceptional Children's/General Curriculum in K-12, a Master's degree in Administration, and certified in AIG. The AIG Director is also the Administrator of Curriculum and Instruction. Duties of the AIG Director include: managing the budget of the AIG program, advocating for the needs of gifted students, providing leadership in the planning, development, implementation, and monitoring of the AIG program and plan.

The AIG Director participates in all district leadership activities and collaborates with other leadership to develop appropriate AIG services for all students. The director will also participate actively in regional/area meetings and professional development opportunities, in order to gather information about new best practices in AIG.

Since the AIG Director has multiple roles at the district level, a support system has been put into place to assist as needed with program needs. The support system consists of AIG licensed teachers and school counselors. Additionally, the AIG Director will meet regularly with AIG support staff to ensure fidelity within the program. Support staff will be advised on professional development opportunities within the district, regional, and state level.

The AIG Director will participate in Open Forum meetings provided by the district. During these meetings the director can meet with parents and advise them on new AIG policies, identification, and other concerns.

### **Practice B**

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

**District Response:** At the elementary level a blended approach to service delivery will be utilized. Regular education teachers will continue to serve AIG students in the classroom, through differentiated learning opportunities. The AIG Director employs two AIG certified teachers to rotate between the elementary schools. They will provide structured instruction outside of the regular English Language Arts and Math block. This instruction will be linked with the county's unit plans and will consist of thematic units integrated with technology and project-based learning. Both of these teachers have obtained Master's degrees; one teacher with a Master's in Elementary Education and National Board Certification and the other with a Master's in Administration. Both teachers are

certified in AIG. This will ensure the AIG students receive an additional layer of support in the core areas. Anson County Schools will also cluster group students in an effort to challenge and grow talent.

Currently, ACS does an excellent job of serving our AIG students in grades 6 – 12. The AIG Director has a designated contact at the middle school. This contact is a certified school counselor with certification as a Licensed Professional Counselor Associate and is a Nationally Certified Counselor. We will use this contact to help provide support with PLC's, professional development, and strategic planning to help ensure that the needs of twice-exceptional children are being met. The responsibilities of this contact are: maintaining up-to-date AIG documents on the school's website, facilitating annual DEP reviews, ensuring that the AIG roster in PowerSchool is accurate, and advocating for gifted learners at the middle school. Anson County Schools will continue to cluster group students in an effort to challenge and grow talent. We have identified mathematically able students in 7th grade Accelerated Math and Math I at grade 8. The middle grade math coach also assists the AIG Director with this process annually. If during DEP meetings; parents, students, and staff feel that a student needs additional coursework or accelerated courses, then the AIG student is given the opportunity to participate in North Carolina Virtual Public High School courses for high school credit. The School of Math and Science will conduct an annual presentation to AIG students each year. This presentation will inform students about the school and opportunities available; including residential high school program and camp opportunities. Students enrolled in grade 7 will be given information regarding Duke TIP and the opportunities available through this program. The district will fund partial scholarships to students that are eligible for Duke TIP, residential, or online summer programs.

Through high school programming the AIG department utilizes two school counselors to serve AIG students across various advanced academies located across the district. Both counselors are certified in counseling. One counselor has a Master's in Administration with National Board Certification. The counselors will assist with the creation of a high school Differentiated Education Plan. They will also work to help students choose the appropriate pathway to ensure academic success and college competitiveness. The counselors will review DEP's during the scheduling process to ensure appropriate college programming and AP course offerings are met. This includes communicating with the Career Development Coordinator to help guide students in selecting appropriate extra-curricular activities and community services options that are aligned to the social and emotional needs of the gifted learner, as well as their academic goals. Scholarship opportunities will also be an area of concentration.

High school students experience a one-to-one computer initiative. Classes are heavy with research methodology and higher order performance tasks to represent high levels of achievement.

Currently, there is one school administrator and two district office administrators that hold AIG licensure certification. The administrator also holds a counseling degree and has experience running a strong academic scholar's program at the high school level.

In addition: teachers, school counselors, administrators, and district office personnel are encouraged to attend AIG licensure classes.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Another option would be for staff to participate in local professional

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development on AIG. Principals and/or district staff will be involved in the selection process of participants. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

**Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** AIG support staff will host professional development related to AIG topics. These topics will be relevant to the needs of staff to ensure the needs of gifted students. In 2019-2020 the following topics will be addressed during the professional development:

- Introduction to Gifted Education
- The Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner

In 2020-2021 the following topics will be addressed:

- Adapting Curriculum Materials for Differentiation
- Methods of Instruction; AIG Program Implementation

In 2021-2022 the following topics will be addressed:

- Myth's Regarding the AIG student
- Characteristics of Gifted Learners

Many gifted children develop asynchronously thus, social and emotional developmental needs often require significant support structure. As a result, Anson County Schools will offer emotional poverty training during the 2019-2020 school year to help teachers be better equipped with tools and strategies to understand and teach students from diverse backgrounds. It is our goal that frameworks will be established as a result of this training, that will result in stronger program equity and student identification. As an aligned implementation practice, the AIG support staff will conduct social/emotional lessons with gifted and nurture learners. The district Multi-Tiered Systems of Support (MTSS) team is also working to ensure appropriate social/emotional curriculum is delivered through core.

It is imperative that all staff associating with AIG students stay abreast with curriculum changes, technology initiatives, and other professional development directly aligned with AIG. All staff that is unfamiliar with technology being used with AIG students will go through trainings in order to utilize the technology with the students in the classroom. Educators teaching AP courses at the high school will receive continued professional development.

The district offers Advanced Placement (AP courses) at all three high schools through NCVPS. The district is offering an on-site Advanced Placement course at Anson County Early College. During the 2019-2020 school year, World History will be offered to advanced learners. A teacher will be trained during the summer of 2019 in AP Environmental Science, as the school explores expanding AP curriculum.

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Other trainings available include obtaining AIG licensure, since Anson County Schools needs additional teachers to meet this criterion. It is highly suggested that counselors and administrators obtain AIG licensure, so they are able to help with transitions from elementary schools to the middle school and from the middle school to the high schools. Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Another option would be for staff to participate in local professional development on AIG. Principals and/or district staff will be involved in the selection process of participants. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

It is also imperative that regular education teachers, AIG personnel, EC department, guidance, and administrators work together to develop and revise unit plans and benchmarks, during summer training sessions.

**Practice D**

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

**District Response:** AIG contacts/teachers are in place at the elementary/secondary level to help meet the scheduling needs of AIG learners. AIG personnel meet with administrators yearly to help cluster group AIG students; grades 3 - 12. Cluster grouped AIG students are not always with an AIG licensure staff member. School based administrators will be encouraged to cluster group AIG students with teachers that have a high growth index specifically, in growing highly gifted students, in the Educator Value Added Assessment System. Regular education teachers are greatly encouraged to obtain their AIG Licensure to ensure differentiated curriculum that is tailored to our AIG learner's needs.

AIG support staff will host professional development related to AIG topics. These topics will be relevant to the needs of staff to ensure the needs of gifted students. In 2019-2020 the following topics will be addressed during the professional development:

- Introduction to Gifted Education
- The Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner

In 2020-2021 the following topics will be addressed:

- Adapting Curriculum Materials for Differentiation
- Methods of Instruction; AIG Program Implementation

In 2021-2022 the following topics will be addressed:

- Myth's Regarding the AIG student
- Characteristics of Gifted Learners

Two AIG licensed teachers will rotate between the elementary/primary schools. They will provide structured instruction outside of the regular English Language Arts and Math block. This instruction will be linked with the county's unit plans and will consist of thematic units integrated with technology and project-based learning. This will ensure the AIG students receive an additional layer of support in



the core areas.

The AIG Director has a designated contact at the middle school. This contact is a certified school counselor with certification as a Licensed Professional Counselor Associate and is a Nationally Certified Counselor. We will use this counselor to help provide support with PLC's, professional development, and strategic planning to help ensure that the needs of twice-exceptional children are being met. The responsibilities of this contact are: maintaining up-to-date AIG documents on the school's website, facilitating annual DEP reviews, ensuring that the AIG roster in PowerSchool is accurate, and advocating for gifted learners at the middle school. Anson County Schools will continue to cluster group students in an effort to challenge and grow talent.

Through high school programming the AIG department utilizes two school counselors to serve AIG students across various advanced academies located across the district. Both counselors are certified in counseling. One counselor has a Master's in Administration with National Board Certification. This counselor will assist with the creation of a high school Differentiated Education Plan. They will also work to help students choose the appropriate pathway to ensure academic success and college competitiveness.

Student data and placement trends will be shared with the Instructional Leadership Council of Anson County Schools.

In addition: teachers, school counselors, administrators, and district office personnel are encouraged to attend AIG Licensure classes or local professional development, with the intent to take the PRAXIS for licensure. Anson County Schools would like to have one teacher per grade level, per school obtain their AIG Licensure.

### **Practice E**

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

**District Response:** AIG support staff will host professional development related to AIG topics. These topics will be relevant to the needs of staff to ensure the needs of gifted students. In 2019-2020 the following topics will be addressed during the professional development:

- Introduction to Gifted Education
- The Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner

In 2020-2021 the following topics will be addressed:

- Adapting Curriculum Materials for Differentiation
- Methods of Instruction; AIG Program Implementation

In 2021-2022 the following topics will be addressed:

- Myth's Regarding the AIG student
- Characteristics of Gifted Learners

Input from the regular education teacher regarding professional development needs for the upcoming

school year is obtain through a variety of methods. Careful consideration is used to determine the needs of teachers, focusing on priorities.

Anson County Schools has been involved with Total Instructional Alignment across all schools and all grade levels. AIG personnel, regular education teachers, administrators, school counselors, and EC personnel will send representatives to the Unit Plan Revision and Benchmark Creation summer sessions, so that all populations are represented during unit design.

### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** A menu of professional development offerings will be available throughout the school year consisting of various topics meeting the needs of gifted learners. The Instructional Coaches will also routinely bring back mini-session professional development to their schools to support AIG programming throughout the district. Model classrooms will be identified in which differentiation is evident and meets the needs of advanced learners. Teachers will be allowed to visit the model classrooms to see the teachers in action and conference with them regarding best practices. They would also discuss ways of incorporating technology, special projects, and activities involving the students for engaging, rigorous, and challenging instruction.

In addition: teachers, school counselors, administrators, and district office personnel are encouraged to attend AIG Licensure classes or local professional development. Anson County Schools would like to have one teacher per grade level, per school obtain their AIG Licensure.

**Ideas for Strengthen the Standard:** AIG support staff will host professional development related to AIG topics. These topics will be relevant to the needs of staff to ensure the needs of gifted students. In 2019-2020 the following topics will be addressed during the professional development:

- Introduction to Gifted Education
- The Needs of the Gifted Learner
- Social and Emotional Needs of the Gifted Learner

In 2020-2021 the following topics will be addressed:

- Adapting Curriculum Materials for Differentiation
- Methods of Instruction; AIG Program Implementation

In 2021-2022 the following topics will be addressed:

- Myth's Regarding the AIG student
- Characteristics of Gifted Learners

The district offers Advanced Placement (AP courses) at all three high schools through NCVPS. The district is offering an on-site Advanced Placement course at Anson County Early College. During the 2019-2020 school year, World History will be offered to advanced learners. A teacher will be trained during the summer of 2019 in AP Environmental Science, as the school explores expanding AP

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curriculum.

**Sources of Evidence:** District AIG Director's Qualifications

AIG Budget

AP Course Rosters

College Class Rosters

Class Rosters

Professional Development Calendars

AIG Licensure Information

Instructional Coaches' Meeting Agendas/Minutes

In District/Out of District Professional Development Records

Professional Learning and Growth Plan

Professional Development Sign-In Sheets

AIG Lesson Plans

Anson County Schools Website

## Standard 5: Partnerships

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

### **Practice A**

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- \* academic and intellectual
- \* social and emotional

**District Response:** ACS has used various methods to develop partnerships with internal and external stakeholders. Examples include: Online surveys of parents, teachers, students, and administrators about the AIG program, open forum meetings for all parents, teachers, and community members, transition meetings from elementary to middle school and middle school to high schools, and recognition ceremonies congratulating Duke TIP, Governor's School participants, and other notable honors.

The AIG Department will continue to strive to meet and support the academic, intellectual, social and emotional needs of its AIG students. We will continue using the previously mentioned methods, however, we will expand those methods to include: attending PTO/Open House meetings to meet with parents and community members about specific school AIG needs, attending Parent-Teacher Conferences with an area to meet with parents and community members, and provide AIG documents on the district and school's websites for easy access by all interested parties. Additionally, school counselors will assist with Advisory through Parent Nights.

Using the structure from the Youth Career-Connect Grant, Anson High School has a sustainability model in place which currently includes thirteen pathways for students to select at the end of the Career Management course in ninth grade. At the end of the class, students choose a major and minor between the thirteen pathways. Each pathway is structured with Career Technical Education (CTE) courses as foundations, leading to South Piedmont College courses that align to the student's post secondary goals. Academic advisement occurs to ensure appropriate course selection and rigor is met for students. In addition an advisory block is held a bi-monthly basis. The program still partners with several local businesses that actively participates in helping students and teachers foster success in the real-world career areas. Those partners are: South Piedmont Community College, Anson County Chamber of Commerce, Atrium Health, Columbus McKinnon, Hornwood, Southern Fabricators, and Schaeffler USA. Additional partners are currently being sought by the school system. AIG students will be able to apply and seek selection for participation in this program.

Additionally, during AIG camps students are given the opportunity to meet influential community members through camp visits and field trips. During these opportunities students are communicating with influential community members. They are also allowed to explore local careers through these interactions. These prosperous interactions give students the opportunity to build local rapport that could positively impact their future careers and educational endeavors.

Parent nights will be planned with the AIG Advisory Board. These nights will center around various themes this could include local museums and the use of the Rotary Science Center and Planetarium.

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** When a student is identified as gifted in Anson County, the following information is given to the parents: the ACS AIG brochure, a copy of Article 9B, Parental Rights Information, Glossary of Gifted Education Terms, and a copy of their child's DEP/IDEP following the meeting. Parents are informed also of the AIG plan and that it can be found on the ACS website and schools' website. This plan is also accompanied by the AIG information provided to them by the AIG department. It will also be communicated that a copy of their child's DEP/IDEP will be kept by at the school in the student's cumulative folder and at the district office. A yearly letter will be sent to the parent/guardian to re-evaluate their child's DEP, where the same information will be presented.

Brochures have been developed to educate stakeholders regarding the AIG department. These brochures are available at each school in the parent information section. This brochure will be updated periodically as staff and policy changes are made. AIG Glossaries are distributed during Differentiated Education Plan meetings. Brochures and the glossary are available from the Anson County Schools' website.

The AIG Department will continue to strive to meet and support the academic, intellectual, social and emotional needs of its AIG students. AIG personnel will be holding open forum meetings for all parents, teachers, and community members, 8th grade NCVPS meetings, transition meetings from elementary to middle school and middle school to high schools, and Board of Education meetings congratulating Duke TIP participants, and Governor's School participants. AIG personnel will also be attending PTO/Open House meetings to meet with parents and community members about specific school AIG needs, attending Parent-Teacher Conferences with an area to meet with parents and community members, and provide AIG documents on the district and school's websites for easy access by all interested parties.

Additionally, the elementary AIG teachers send home weekly communicators for each grade level at each school served. These communicators are well received by parents. One parent stated, "The communication piece is amazing and paints the picture of genuine concern."

During the summer, local camp opportunities are available to AIG students. Throughout the camps community members are invited to speak to students and preview the daily camp schedule. After the camp, pictures are published in the local newspapers to improve AIG opinion and community relations.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** Anson County Schools will hold parent/family meetings several times a year to aid in the monitoring of the AIG program. Through forums, open houses, parent discussions, Scholars' committee, and surveys; stakeholders are involved in the implementation and development of the Scholars' program and the AIG plan. Additionally, all programs are monitored from the district office to ensure that stakeholders reflect the diversity of the community.

An Advisory Panel has been created to assist with the development of the AIG Plan and program. The panel will assist when developing Parent Night opportunities for AIG students. Some ideas include: Planetarium nights, Ansonia Theatre plays and programs, and/or enrichment opportunities. This group will also analyze quantitative and qualitative data to guide program discussions and recommendations.

#### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** Anson County Schools regularly informs parents/families and the community of opportunities available to AIG students through articles in the local newspapers: The Anson Express and The Anson Record. The Anson County Schools' website is often updated regarding excellent AIG websites, summer enrichment activities, and school year opportunities. Federal, state, and local news regarding AIG policies and/or events are also posted on the county website. Flyers are sent out when a program or opportunity takes places; such as local AIG funded camps.

Throughout the school year the elementary AIG teachers send out weekly parent communication emails. Each school's AIG served grade level receives a personalized email with student news, classroom assignments, homework assignments, and AIG opportunities.

Meetings are held with the parents of those students that are eligible to complete NC Virtual Public School (NCVPS) courses, to inform them of NCVPS classes and upcoming opportunities at Anson Middle School. This will extend learning opportunities to those students that are reading above grade level based upon district diagnostic testing. Information regarding the offerings and application to North Carolina School of Science and Math are made available to eligible students during open forum meetings and via the district website. Also information is made available to eligible students for Governor's School and the Duke TIP program. As other opportunities become available: parents, students, and the community are informed using these various ways. When appropriate, care will be taken to ensure that students/families and other community members will receive information in their native language.

#### **Practice E**

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

industry partners, and others to enhance and gain support for AIG programs and services.

- District Response:** 1. ACS will continue to display student work during Board of Education meetings. This work will indicate the student's name, school, and classroom. Other work samples can also be displayed at the Arts Council, for community viewing, with limited student information unless signed by parent/guardian.
2. ACS will work to update all students' families/parent's email addresses. This will allow parents to receive notifications via email on ways they can support the gifted education program.
3. ACS will continue to invite students and their families to recognition ceremonies, where they will receive certificates and honors for participation in Duke TIP, Governor's School, North Carolina School of Science and Math, Honors Societies, and other various organizations.
4. The AIG department will continue to meet with students, parents/families, community members, and district personnel during transition meetings held for those students moving into the middle school and/or high schools. During these meetings AIG personnel will explain the AIG programs available to students and specific schedules that could best meet student needs. Meetings will also be held to explain online courses using the NCVPS system. These meetings will be held for grades 6 – 12.
5. ACS will continue to strive to house community service projects for students involved in the AIG program. Currently, our high school students from several schools volunteer at the elementary schools district-wide and help teachers, administration, and staff. However, there is an apparent need to offer community service projects for elementary AIG students as well.
6. Emails, newspaper articles, and informational letters will be sent to community members and parents/families regarding a need for involvement in AIG initiatives. These initiatives could include community service projects, monetary needs for field trips, incentives for students participating in academic contests, monetary needs for student camps, and etc. Community members could also participate by attending functions hosted by the AIG department for moral support.
7. Anson County Schools partners with South Piedmont Community College to offer college courses through College and Career Promise opportunities. These courses are offered virtually or personally through professors. The district yields a large success rate with this initiative, graduating several students with college credits and/or associate's degrees.

**Ideas for Strengthen the Standard:** The AIG Department will strengthen the AIG Advisory Panel during the 2019-2022 plan cycle. The district will also maintain data for students taking college courses. The district will make efforts to encourage students to gain college credits and earn Associate's Degrees.

**Sources of Evidence:** Survey Questions  
Survey Responses  
Forum Agenda/Minutes  
Updated AIG Plan  
Agenda/Minutes from Transition Meetings  
Agendas/Minutes from PTO, Open House, and Parent-Teacher Conferences  
Board of Education Minutes  
Camp Agendas  
AIG Brochure

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IDEP/DEP Form  
AIG Glossary  
Spanish Documents  
Article 9B Handout  
Due Process/Parental Rights  
Invitations to District AIG Opportunities  
ACS Website  
Copies of Newspaper Articles  
Email Contact List  
Samples of Student Work Showcased  
Community Service Hours for AIG Students  
Advisory Time Plans



## **Standard 6: Program Accountability**

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

### **Practice A**

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

**District Response:** Anson County Schools works on the development of the local AIG plan throughout each school year. The self-assessment provided by DPI is used to highlight the areas of success and improvement. Surveys of staff, students, and parents are given yearly as well to aid in the improvement of the AIG plan.

Anson County Schools has developed an AIG Advisory Panel that also aids in the development of this plan. Once all modifications are complete, the AIG personnel attend a local School Board Meeting to discuss the AIG Plan and any revisions necessary to meet the needs of our AIG population. Upon approval of the School Board, the plan is submitted to DPI electronically.

Copies of the plan are available electronically on each school's and the district's website. Hard copies of the plan are also available at each school and at district office.

### **Practice B**

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

**District Response:** We have developed programs within our district that ensure the growth of the program; Scholars program, Middle School acceleration, Elementary AIG Program, NCVPS, and our future Nurturing Program, etc. are an integral component of the program.

Two AIG certified teachers have been hired to teach in the Elementary AIG Program and help run Summer Enrichment opportunities to students in grades 3-5. These two teachers will also help develop, implement, and store elementary DEPs. Both teachers will participate in DEP/IDEP meetings and file the necessary paperwork. Both teachers will monitor and ensure that students receive the appropriate rigor and challenge in the four core areas of instruction.

The middle school and high schools will have a contact person that will develop, implement, and store secondary DEPs. The contact person will participate in DEP/IDEP meetings and file the necessary paperwork. Their job will also be to monitor and ensure that students receive the appropriate rigor and challenge in the four core areas of instruction. The contact person will also answer parent/guardian questions on the NCVPS program, Middle School Acceleration, and rigorous pathways, programs, and course offerings.

The program director will participate as a member of the district level instructional team. This individual will regularly attend all district principal meetings and instructional meetings to share information regarding successes and changes in the program.

The AIG Department will conduct parent, teacher, and student surveys each school year in order to collect data regarding the program. The questions from the survey directly align with the standards. This information will be shared with the AIG Advisory Panel.

In addition, a Student Gifted Advisory group will be held as appropriate based upon the findings of the AIG Advisory Panel to help gather additional insights from the student's point of view. Findings from the student survey will be shared with this panel to further discuss ways to improve the AIG program.

### **Practice C**

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

**District Response:** State funds are allocated during the budget process. Three state salary positions serving AIG students are pulled from the funding source. Additionally, remaining funds will be used to purchase resources, trainings, and services to maximize benefits for AIG students and ACS teachers. Any materials, supplies, technology, and other purchases will be made to improve the local program and support the opportunities discussed within the plan.

At this time, no local funding is available. The AIG department will submit grants through Pee Dee Electric, Yost, and Smith Trust to further support the 2019-2022 AIG Plan.

### **Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** The AIG Department will gather, analyze, and share AIG student growth and achievement data with stakeholders. This will include: EOG, EOC, AP, ACT, Pre-ACT, and PSAT data. It should be noted that student information (name, identification number, or student markers) would not be shared when this information is available to stakeholders. As testing information becomes available, the department will use the information gathered to make improvements for students.

The AIG high school contacts will follow up with AIG dropouts to find out why they left school. This information will be used to prevent future AIG students from following the same path. Interview information will be housed at district office by the AIG department and will be shared during AIG Advisory Panel meetings.

Other information gathered by the AIG Department includes: number of internships, college acceptance information, scholarship information, AP success, and NCVPS successes. This

information will speak to the success of the program and help guide the department towards making improvements to yield high results in the future.

### **Practice E**

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

**District Response:** ACS has an open door policy on admission to the AIG program. All students are given multiple criteria for placement. The criteria provides additional opportunities for a student to qualify. If a high achieving student demonstrates a need for additional services, but does not qualify for the AIG program, Nurturing Services will be put in to place for the student. Nurturing students will receive some of the same opportunities afforded to AIG students. Students can qualify for AIG services in the future based upon a re-evaluation.

The lowest performing/highest needs schools will receive additional Nurturing Services to target under-represented populations and other students that may be working above the levels of their peers, but not yet showing academic giftedness. However, the students demonstrate a strong need for additional support structures and potential.

Many gifted children develop asynchronously thus, social and emotional developmental needs often require significant support structures. As a result, Anson County Schools will offer emotional poverty training during the 2019-2020 school year to help teachers be better equipped with tools and strategies to understand and teach students from diverse backgrounds.

Test scores for Nurture and gifted students, including under-represented populations, are reviewed annually. A spreadsheet is kept by the AIG department indicating growth or decline in student scores. This information is housed at the AIG office for data driven purposes. Should a student continue to show growth their Nurture status can be changed to AIG, based upon this data. However, if a student continues to show negative growth, a parent meeting will be held to discuss options for future services. Under-represented populations are targeted to ensure growth is occurring. Should data show a negative growth, program and lesson delivery will be altered for this population of students.

The AIG department has purchased the Gifted and Talented Evaluation Scales (GATES) to be used for those students that do not qualify on both aptitude and achievement scores. Teachers will be able to fill these scales out for recommended students, based upon classroom observation and performance. The AIG department will also begin using non-verbal aptitude tests as appropriate for those students presenting a need to be re-evaluated. Another method being used by the AIG department for identification of students is, student portfolios; these portfolios will be created by the student and teacher for presentation to the AIG team for identification. All of these methods provide additional opportunities for under-represented populations into the AIG program.

### **Criteria for Eligibility and Placement in AIG Services**

The Academically or Intellectually Gifted Program formally identifies students for AIG services in third

through twelfth grades. To be identified for these services, a student must consistently demonstrate evidence of mastery of the curriculum that is well above grade level in reading/language arts (AR), or mathematics (AM), or both areas (AG). Students may also qualify under Intellectually Gifted (IG) or Academically and Intellectually Gifted (AI). Both formal and informal data are considered in the identification process.

The following criteria are considered for identification and eligibility to receive gifted services:

The following criteria are considered for identification and eligibility to receive gifted services in language arts (AR) and/or mathematics (AM) or (AG):

1. 90th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments.
2. 90th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests, mClass.
3. Teacher rating scales that indicate gifted characteristics in learning, creativity, leadership, and adaptability.
4. Portfolios that demonstrate multiple above grade level work products, rubrics, and reflections within one or more specific academic areas at the student's highest level of performance.
5. Documented evidence of identification for gifted services from another school district.

Of the five criteria, students eligible should have 90th percentile or higher on either both or one aptitude test or achievement test. If a student only receives 90th percentile or higher on one of these tests, they will need to further qualify using either teacher rating scales or portfolios that demonstrate the student's performance.

If a student moves into Anson County and was previously identified in another school district, that student would automatically qualify in Anson County as well. Documentation would need to be received from the previous school district before services were implemented. All records will be reviewed to determine present level of performance and the student's service needs.

The following criteria are considered for identification and eligibility to receive Intellectually Gifted (IG) services:

1. 97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments.
2. Documented evidence of identification for Intellectually Gifted services from another school district.
3. Teacher Recommendations are not required for this service.
4. Student achievement at the 90th percentile or higher is not required for this service.

The following criteria are considered for identification and eligibility to receive Academically and Intellectually Gifted (AI) services:

1. 97th percentile or higher on norm referenced aptitude or ability test(s). This includes both verbal and/or nonverbal assessments.
2. and 97th percentile or higher on norm referenced achievement tests in reading/language arts and/or mathematics. Achievement tests may include: End-Of-Grade tests, mClass.
3. Documented evidence of identification for Academically and Intellectually Gifted services from another school district.
4. Teacher Recommendations are not required for this service.

Note: In order to qualify for Academically and Intellectually Gifted services, the student must have a 97th percentile on both a norm referenced aptitude or ability test and on an achievement test.

### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The Human Resources Department maintains records and reports on teacher licensure. A report is available to each principal on the highly-qualified status of staff. As licensure issues arise, the Human Resources Department will contact the person in question so that those issues can be handled appropriately.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Another option would be for staff to participate in local professional development on AIG. Principals and/or district staff will be involved in the selection process of participants. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

Professional Development for AIG teachers is also available through the NCAGT Conference. AIG certified teachers that wish to attend this conference are highly encouraged to attend this event.

### **Practice G**

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

**District Response:** All stakeholders complete an annual survey, this includes: students, parents/guardians, teachers, administration, and other stakeholders. The survey used parallels to the self-assessment and standards for the AIG plan. Conferences with teachers, school counselors, and AIG staff are regularly conducted to discuss the academic progress of students and provide suggestions for enhanced enrichment and/or additional support as needed.

Surveys are conducted using an online survey system. This system stores the results from surveys conducted by the AIG department, which can be easily accessed by AIG district office personnel. The advisory group will be able to use the results from the surveys conducted to make changes to the program and/or website as needed.

Survey results will be shared with the AIG Advisory Panel during meetings. Stakeholders will brainstorm effective ways to meet the needs of all AIG students for areas of improvement. Areas of success will be highlighted during these meetings as well.

A Student Advisory Panel will be set in to place at the elementary, middle, and high school levels. During these meetings students will express their ideas, questions, and insights regarding their needs as an advanced learners.

The AIG Director will attend district Instructional Leadership Council monthly meetings,

Superintendent Leadership meetings, and Principal's meetings to share on-going AIG information.

#### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** Feedback is regularly gathered through multiple sources. Anson County Schools AIG Department will conduct surveys annually via an online survey tool. The district has also developed an AIG Advisory Panel and an AIG Student Advisory Panel. These two organizations will help with the development of the local AIG Plan and any modifications necessary through feedback.

In addition to this, quantitative analysis will be employed through district and site based PLCs to determine the effectiveness of plan implementation. This level of monitoring will indicate if adjustments need to be made as we strive to differentiate educational services for gifted students.

#### **Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** AIG data from statewide testing will now be on the school report cards and parents will be notified that this data is available. This information will also be made available through the district website and local news. All information regarding AIG student target data will be made available to the public.

Data from collected surveys will be shared with the AIG Advisory Panel and AIG Student Advisory Panels. A break down of the information will be analyzed by these two groups and shared as needed with further stakeholders. Furthermore, individual school data collected from surveys will be shared with building administrators, to improve or highlight AIG successes at that particular location.

Growth Index data for the AIG population subgroup will be maintained for the LEA and for each individual school. Teachers with high growth index ratings will be identified and utilized as teacher leaders for professional development and model classrooms. We will also use this data to make recommendations for student placement.

The AIG high school contacts will follow up with AIG dropouts to find out why they left school. This information will be used to prevent future AIG students from following the same path. Interview information will be housed at district office by the AIG department and will be shared during AIG Advisory Panel meetings.

#### **Practice J**

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification

and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

**District Response:** The AIG director regularly meets with stakeholders to implement the plan and develop programs for our AIG students. Consent forms for AIG /Nurture Services are sent out prior to the Differentiated Education Plan meetings. Parents must sign in order to continue the process. Due Process Procedures are given to parents during the Differentiated Education Plan (DEP) meeting. This document and others are available on the district's website in the AIG tab. These documents include: Criteria for Eligibility, AIG Nomination and Identification Flow Chart, student portfolio details and criteria, and etc.

#### Academically or Intellectually Gifted Program Due Process/Parental Rights

According to Chapter 115C, Article 9B of the General Statutes of North Carolina, a parent or guardian who disagrees with a school's Gifted Identification Team's decision concerning (1) identification of a student for differentiated services in the school's Academically Intellectually Gifted Program or (2) appropriate services for the student has the right to appeal that decision. The following procedures should be followed:

##### Step I – AIG Site Team Conference

- A. The parent or guardian may make a written request for a conference with the AIG Site Team to discuss concerns. (A written request is required and should be filed for documentation.)
- B. AIG Site Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from the teachers and/or parents as needed. The individual student's profile may be updated with this information.
- C. The AIG Site Team must grant the conference within 10 school days of request and respond to the parent/guardian in writing within the 10 school days after conference is held.

If a disagreement is not resolved at the AIG Site Team conference, then an appeal to Coordinator of Academically or Intellectually Gifted Program may be made.

##### Step II – Appeal to Coordinator of Academically or Intellectually Gifted Program

- A. The parent/guardian may appeal the AIG Site Team's decision in writing to the AIG Coordinator within 10 school days of receiving written response from the AIG Site Team.
- B. AIG Coordinator reviews the grievance within 10 school days of receipt of appeal.
- C. AIG Coordinator responds in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

If the AIG Coordinator does not resolve the disagreement, then an appeal to the Superintendent may be made.

##### Step III – Appeal to the Superintendent

- A. The parent/guardian may appeal the AIG Coordinator's decision in writing to the Superintendent or his/her designee within 10 school days of receiving written response from the AIG Coordinator.
- B. Superintendent reviews the grievance within 10 school days of receipt of appeal.
- C. Superintendent responds in writing to the parent/guardian, principal, and AIG Coordinator

concerning the outcome of the review within 10 school days.

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implement.

#### Step IV – State Level Grievance Procedure

A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

a. Whether the local school administrative unit failed to identify the child as an academically or intellectually gifted student.

b. Whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains 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 all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

All forms and procedures are translated into Spanish, which is the secondary language used throughout the district. Other languages spoken in the home are translated as necessary.

**Ideas for Strengthen the Standard:** The AIG Department will hold two data dives (Elementary and Secondary) annually. Information from these sessions will be distributed to stakeholders. In addition, annual survey data will now be collected and disseminated at both the school and LEA level.

#### **Sources of Evidence:** AIG Plan Appendix

Parent, Student, and Staff Surveys

AIG Advisory Panel Agendas

AIG Advisory Panel Sign-In Sheets

Board of Education Minutes

Board of Education AIG Plan Approval

Course Offerings at Middle and High School Levels

Nurturing Component at Elementary Level

Evidences of AIG Opportunities

In District AIG Opportunities

Field Trips Specifically Designed to Meet the Needs of AIG Students

Monthly Budget Status Reports

Workshop Sign In Sheets

Requisitions Requested for Services Including: Field Trips, Payment for AP Exams, Governor's School, Duke TIP, etc.

Drop-Out Report

Benchmark Scores

Progress Reports

Online Course Progress Reports

EVAAS Reports

Rosters

Identification Procedures

AIG Headcount



**12/11/2019**

Criteria for Eligibility and Placement Document

Spanish Documents

AIG Brochure

Records of Highly Qualified Status of Staff at Each School

Class Rosters to Match Licensure

Email Correspondents

NC School Report Cards

District Website

Local Newspaper and Websites

AIG Due Process/Parental Rights

AIG Nomination and Identification Flow Chart

Reading Portfolio Document

Math Portfolio Document

Article 9B

DEP

Glossary of AIG Terms

Parental Consent/Invitation

AIG Plan

12/11/2019

**Glossary (optional):****Appendix (optional):**

Parent Nomination Packet 2019-2022.pdf (*Appendix - Standard 1:2*)  
Teacher Nomination Packet 2019-2022.pdf (*Appendix - Standard 1:2*)  
3-5 NDEP.pdf (*Appendix - Standard 1:2:3*)  
K-2 NDEP.pdf (*Appendix - Standard 1:2:3*)  
3-5 DEP.pdf (*Appendix - Standard 1:2:3:5:6*)  
6-8 DEP.pdf (*Appendix - Standard 1:2:3:5:6*)  
ACEC AIG DEP FORM.pdf (*Appendix - Standard 1:2:3:5:6*)  
AHS AIG DEP FORM .pdf (*Appendix - Standard 1:2:3:5:6*)  
AIG Due Process-Parental Rights.pdf (*Appendix - Standard 1:2:3:5:6*)  
AIG Glossary.pdf (*Appendix - Standard 1:2:3:5:6*)  
Parent Brochure 2019.pdf (*Appendix - Standard 1:2:3:5:6*)  
Spanish AIG Due Process.pdf (*Appendix - Standard 1:2:3:5:6*)  
Spanish AIG Glossary.pdf (*Appendix - Standard 1:2:3:5:6*)  
Spanish AIG Parental Invitation and Consent.pdf (*Appendix - Standard 1:2:3:5:6*)  
AIG Nomination and Identification Flow Chart 2019.pdf (*Appendix - Standard 1:2:3:6*)  
AIG Parental Consent and Invitation 2019.pdf (*Appendix - Standard 1:2:3:6*)  
Criteria for Eligibility and Placement 2019.pdf (*Appendix - Standard 1:2:3:6*)  
HS AIG Parental Consent and Invitation .pdf (*Appendix - Standard 1:2:3:6*)  
MS Parent Consent and Invitation.pdf (*Appendix - Standard 1:2:3:6*)  
Math Portfolio Options and Criteria.pdf (*Appendix - Standard 1:2:3:6*)  
Reading Portfolio Options and Criteria.pdf (*Appendix - Standard 1:2:3:6*)  
2017 5th Grade AIG Math Camp.pdf (*Appendix - Standard 2*)  
2017 AIG Math Camp.png (*Appendix - Standard 2*)  
2017 Science Camp.png (*Appendix - Standard 2*)  
2018 AIG Math Camp.png (*Appendix - Standard 2*)  
AIG Summer Enrichment 2019.pdf (*Appendix - Standard 2*)  
Science Enrichment Camp 2017.pdf (*Appendix - Standard 2*)  
NCAGT Conference.pdf (*Appendix - Standard 3:4*)  
AIG Advisory Letter.pdf (*Appendix - Standard 5:6*)  
System Commitment 2019.pdf (*Local Board Approval Document*)