

Overview: Mission/Vision Statement and Funding

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

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.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 172,901.00	* \$ 0.00	* \$ 0.00	* \$ 68,285.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

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 anytime 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.

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. 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.
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. Students must have an average of B or higher on their report card during the grading period that nominations are being reviewed. Grades will be reevaluated mid year, if a student does not meet the criteria.

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. Students must obtain three out of five of the requirements to receive gifted services. One of the requirements must be either the aptitude test or achievement test with a 90th percentile.

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 most recent norm-referenced test data, universal screening information, and present level of performance (ex. grades/checklists/standards mastery) will be reviewed to determine if transferred students meet local criteria for gifted services. Upon further evaluation, a student's parent/guardian will be notified to complete the necessary paperwork for gifted services in Anson County Schools.

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. 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.
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. 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;
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.

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 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.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* 0	* 0	* 0	* 0	* 0
3-5	* 13	* 5	* 6	* 1	* 0
6-8	* 40	* 23	* 45	* 1	* 0
9-12	* 58	* 32	* 67	* 0	* 0

*** 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.

The AIG department works well with the Exceptional Children's department, Assessment, EL 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 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 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, EL 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 the Nurture program. 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.

*** Practice D**

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

To develop consistency within the screening, referral, and identification process the AIG team developed flowcharts and guides as well as audits to monitor processes for implementation across the LEA. The flowchart helps guide district staff in the process of identification of students for AIG/Nurture services. Criteria and student portfolio details are also available for the AIG team to access when going through the referral process. These documents are included on the district website for stakeholder guidance: Criteria for Eligibility, AIG Nomination and Identification Flow Chart, student portfolio details and criteria, and etc.

AIG personnel also attend yearly beginning of the year school meetings to share referral information, identification criteria, and services provided. This training ensures all school staff are adept in the screening process, qualifications for AIG/Nurture services, and identification of students. The AIG Director also 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.

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

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.

AIG/Nurture brochures outlining the department will be passed out to all current 2nd grade students. In this brochure, parents/guardians 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 EL teacher is invited for any students and parents that receive EL 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.

All AIG/Nurture students in Anson County Schools have an AIG/Nurture folder that is housed at the district office. This folder contains the screening, referral, and identification documents for each student. Testing information, teacher referral, the placement record, invitation to discuss services, and DEP are placed in this folder. The folder is pulled annually for review and for yearly DEP meetings with parents/guardians.

Once Anson County Schools AIG facilitators review all pertinent documents related to qualifying for AIG services, the information is placed on the Eligibility and Placement record that will be housed in the student's AIG folder at district office and shared with parent/guardians during the initial DEP meeting. This document shares the pathway in which the student qualified for AIG services and includes information regarding test scores, grades, teacher recommendation, and student data. Signatures are required from the AIG department, parents/guardians, and the principal before AIG services are started.

All forms and procedures are translated into Spanish, as needed. Other languages spoken in the home are translated as necessary.

*** Ideas for Strengthening the Standard**

The AIG Department will continue to focus on mass screenings and early nurture to target under-represented populations.

Planned 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 AIG Website Pgs.
- * Presentations
- * Parent Nomination Form (English and Spanish)
- * Reading and Math Portfolio Guidelines
- * Summer Enrichment Activities
- * Teacher Nomination Form
- * Copy of DEP/IDEP
- * AIG Glossary
- * AIG Due Process
- * Parental Rights Invitation/Consent for Services

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG Parent Nomination Packet</u>  <u>AIG Teacher Nomination Packet</u>  <u>Criteria for Eligibility and Placement</u>  <u>AIG Nomination and Identification Flow Chart</u>  <u>AIG Due Process (Spanish)</u>  <u>AIG Glossary - Spanish</u>  <u>3-5 DEP</u>  <u>6-8 DEP</u>  <u>ACEC DEP</u>  <u>AHS DEP</u>  <u>Math Portfolio Options and Criteria</u>  <u>Reading Portfolio Options and Criteria</u>

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Elementary

At the elementary level a blended approach to service delivery will be utilized. Students from across the elementary schools will come together at a consolidated location at least once a month to engage in extended curriculum enrichment in the areas of reading and math. Other academic areas will also be addressed through the creation of thematic units. The goal of this design is to provide AIG students with greater opportunities to learn with other advanced students and create rigorous work products that exemplify higher order thinking. Regular education teachers will continue to serve AIG students in the classroom, through differentiated learning opportunities.

The district will have a concentrated focus on executing an instructional framework that models learning targets and criteria for mastery. The district AIG teachers will rotate between the elementary schools to support teachers through PLC's and classrooms with the goal of designing learning opportunities for gifted students that are robust and most appropriate.

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. AIG support will be offered by the two licensed AIG teachers to regular education teachers during PLC's and trainings. Additionally, AIG teachers will collaborate with the Instructional Coaches located at each school to develop additional AIG trainings throughout the school year for all staff to meet the needs of advanced learners.

Middle School

At the middle school level, students are cluster-grouped within their regular education classes based upon their AIG/Nurture identification. The district has also identified mathematically able students in 6th -7th grade Advanced Math and Math I at grade 8. Middle school students are also able to take online courses through NCVPS for high school credit, to provide students with more opportunities to meet their higher level learning needs.

Additionally, the two district-licensed AIG teachers will begin AIG/Nurture lessons at the middle school for grades 6-8 in 2022-2023. These lessons will be structured outside of the regular education classroom and will also link with the county's unit plans. Content accelerated thematic units will be utilized for instruction and integrated with technology and project-based learning. Teachers will accelerate student learning by providing opportunities for advanced curriculum. This will ensure the AIG students receive an additional layer of support in the core areas. A third AIG licensed staff member will also be utilized to provide additional support and gifted instruction. This staff member will also assist those students with completing NCVPS course work, offer transition support, and engagement lessons during the enrichment block. Further support will also be provided through the AIG Scholars counselor at the middle school. The counselor will assist with AIG/Nurture scheduling, student transfers, student transitions, and advocating for gifted learners at the middle school.

Leadership opportunities are also available for AIG students at the middle school level. Students can qualify for the Beta Club or participate in Student Government Association.

High School

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 beginning in the 9th grade. 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 college students who are successful.

The AIG department will expand its personnel to include an AIG Parent Liaison that will focus on such topics as: camp opportunities, community engagement and civic service opportunities, high school graduation requirements and related post-secondary education goal setting, GPA calculations and high school transcript evaluations, honors and AP course opportunities, and college course requirements. The district will utilize multiple platforms and timeframes as well as approaches to meet the diverse needs of families to maximize participation. The district will also leverage this position within the MTSS framework to provide interventions and support for students in need. The liaison will connect with families, classroom teachers, counselors, and principals to track the progress taking place towards meeting and exceeding plan goals.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* 0	* 0	* 0	* N/A
3-5	* 24	* 1	* 0	* N/A
6-8	* 108	* 1	* 0	* 0
9-12	* 167	* 0	* 0	* N/A

*** Practice B**

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

The two district AIG licensed teachers have created social/emotional lessons geared towards AIG/Nurture learners that will be implemented at the elementary and middle school levels. Additional social/emotional lessons will be shared through a collaboration with the counseling department through a variety of methods including: bibliotherapy and technology enrichment activities.

The district has lead counselors and a SEL team that meets regularly to plan professional development and address district needs. The AIG department will meet twice annually to review, develop, and implement best practices districtwide.

The AIG department will include counselors in the DEP and post-secondary planning for students. This planning will include the formation of a career plan for the student. Counselors will also provide counseling for those students in need.

Instructional coaches also support school/grade level Professional Learning Communities (PLCs) at their designated school. Coaches also have the opportunity to 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 will be also shared with staff during school-based professional development. Additionally, secondary coaches will support school PLCs and assist with any additional needs.

*** Practice C**

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

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.

The district endorses cluster grouping AIG students. This provides the opportunity for a rigorous curriculum. 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, EL 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 D**

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

The following information outlines College and Career Readiness Proficiency and the grade level growth index for each Anson County school during the 2020-2021 school year for the AIG subgroup:

GRADE % Growth Index

-4th Grade R 87.5% -2.71 Does not meet

-4th Grade M 62.5% Insufficient Data**

-5th Grade R >95% -0.02 Met

-5th Grade M 90.6% -6.04 Does not meet

-6th Grade R 80% -4.19 Does not meet

-6th Grade M 60.0% -5.66 Does not meet

-7th Grade R 89.6% -2.94 Does not meet

-7th Grade M 72.9% -6.10 Does not meet

-8th Grade R 84.6% -0.55 Met

-8th Grade M 44.4% -1.78 Met

-English 2 85.4% - 1.02 Met

-Math I <5% (Less Than 5%) -3.11 Does not meet

-Math III 40.4% Insufficient Data**

-ACT 73.2% (Proficient- Met the Benchmark of 19.)

Greater than 95% scored silver or better on WorkKeys.

Greater than 95% AIG subgroup graduated with their cohort.

Following careful examination of this data, it was observed that there is a decline with the AIG subgroup districtwide. This decline is most notable at the secondary level, indicating a need for additional support for the AIG subgroup. 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 includes 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.

The district will work with schools that are not meeting AIG subgroup goals. Part of this work will include: ensuring enrichment and intervention blocks meet research protocols, lesson development for AIG students accounting for their present level of performance, and social/emotional needs are addressed.

Based upon this data the district has made a concentrated effort to place a focused emphasis on secondary gifted education, especially in the middle grades as a strategic move to target areas of concern upon their emergence.

As EVAAS data becomes more reliable post pandemic and 2021-2022 testing data is released we will continue to engage in problem solving our data, leading to results oriented decision making.

*** Practice E**

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

County-wide principal meetings and AIG personnel will be 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. Beginning in the summer of 2022 AIG personnel will host a summer professional development conference. During this conference the AIG department will offer break out sessions.

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.

*** Practice F**

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

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 the 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 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.

The transition from middle school to 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 G**

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

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.

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. Such courses include NCVPS options, Honors, AP courses, and dual enrollment.

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**

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

Because ACS has recognized the importance of this practice, 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-8 that show potential to be in the AIG program. For K-2 students, this program is a possible 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 2022-2023 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 the 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 cultures 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 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, EL 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). Names of those students identified, as Nurture, will be shared with the middle school and high schools to further advance the academic needs of students.

*** Practice I**

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

Students in Anson County Schools are encouraged to participate in extra-curricular activities or 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.

- Science Enrichment Camps (Planetarium; elementary)
- Science Camps (Rotary Planetarium; elementary - themes vary)
- AIG/Nurture Camp (elementary - themes vary)
- 6th Grade Transition Camp
- Battle of the Books

Robotics

These opportunities and additional sessions are advertised on the district's website for all students.

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 Strengthening the Standard

The AIG Department will add additional support for secondary students. This includes the assignment of an additional teacher, parent liaison support, the identification of a Scholars Counselor, and a focus on writing.

Planned Sources of Evidence

* Student Schedules/Rosters
* Lesson Plans
* Teacher Schedules
* AIG Headcount
* Evidence of Students in Cross-grade Level Subjects
* Agenda from Parent Meetings
* Student Enrollment List - Online Courses
* Student Test Scores for Accelerated Courses Requiring an EOC

Documents

Document Template

Document/Link

Type

AIG Standard 2 Additional Resources

N/A

 [3-5 NDEP](#)

 [K-2 NDEP](#)

 [6-8 NDEP](#)

 [AIG Summer Enrichment Options](#)

Standard 3: Differentiated Curriculum and Instruction

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

K-12

Teachers will receive training and support on differentiation based upon student readiness, interests, and/or learning profiles during summer professional development opportunities. During this time teachers will be taught how to differentiate content, process, products, and the learning environment in ways that meet the present level of performance of each AIG student. This work will also be connected to the district instructional framework, AIG teachers will collaborate with classroom teachers to ensure learning targets and criteria for mastery reflect this work. AIG staff will be available during PLCs to help aid in this initiative.

Elementary

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'. Students from across the elementary schools will come together at a consolidated location at least once a month to engage in extended

curriculum enrichment in the areas of reading and math. 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 with integration of other subjects. The thematic units taught during the AIG pull-out sessions expose students to above-grade level content. Through this enrichment opportunity, students will also be 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.

Middle School

Middle school AIG students will also be cluster-grouped in the core subject areas. These students will take 6th and 7th grade Advanced 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.

The two district licensed AIG teachers will begin AIG/Nurture lessons at the middle school for grades 6-8 in 2022-2023. The AIG teachers will accelerate student learning by providing opportunities for advanced curriculum. This will ensure the AIG students receive an additional layer of support in the core areas. A third AIG licensed staff member will also be utilized to provide additional support and gifted instruction along with the AIG Scholars counselor.

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 transitioning to middle school and again as students progress to high school classes and begin to determine 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.

High School

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 tasks 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 beginning in 9th grade. Following completion of these courses, it is recommended that students either continue with AP course offerings 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 will utilize the mass communication platform, SWIFT K-12 to promote this event and increase participation.

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 Association, 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, Multicultural 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.

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 at the beginning of 9th grade. 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.

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)

-NCDPI Learning Labs

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, curiosity, and leadership.

Elementary AIG students will be brought together from each elementary school to one consolidated district location monthly to focus on the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership. Thematic units of study will incorporate these themes and address real world skills to provide a robust and rigorous educational experience.

Two AIG licensed teachers will also rotate between ACS elementary schools. They will partner with general education teachers to develop and execute future ready lessons.

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.

Additionally, the two district licensed AIG teachers will begin AIG/Nurture lessons at the middle school for grades 6-8 in 2022-2023. These lessons will be structured outside of the regular education classroom and will also link with the county's unit plans. Content accelerated thematic units will be utilized for instruction and integrated with technology and project-based learning. Teachers will accelerate student learning by providing opportunities for advanced curriculum. This will ensure the AIG students receive an additional layer of support in the core areas. A third AIG licensed staff member will also be utilized to provide additional support and gifted instruction. This staff member will also assist those students with completing NCVPS course work, offer transition support, and engagement lessons during the enrichment block. Further support will also be provided through the AIG Scholars counselor at the middle school. The counselor will assist with AIG/Nurture scheduling, student transfers, student transitions, and advocating for gifted learners at the middle school.

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.

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. 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 ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and

inform flexible grouping practices.

Students will take formative assessments NC Check-ins 2.0 and NC Check-ins on a routine basis. 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/IDEP's 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.

Assessment 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.

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 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. Themes have been created for each camp to gain student interest. AIG/Nurture camp offerings have been very popular in previous 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.

During the 2022-2025 AIG plan, AIG teachers will continue the practice of incorporating social and emotional lessons into the pull-out program. This would be for grades 3-5 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 with early intervention and talent development

opportunities through purposeful and intentional differentiated curriculum and instruction.

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 Observation on 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.

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

The AIG 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. The district AIG staff will have a dedicated focus on helping teachers construct clear learning targets and criteria for mastery for AIG students. A rotating schedule will be used to provide support for each school in the district.

*** Practice I**

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

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 parents/guardians at DEP meetings. AIG staff will be present at high school information meetings to aid with the gifted learners scheduling needs.

*** Ideas for Strengthening the Standard**

AIG teachers will expand nurture/AIG instructional support to grades 6-8. Content accelerated thematic units will be utilized for instruction and integrated with technology and project based learning for AIG students. The district also seeks to expand AP class offerings.

Planned Sources of Evidence

* Unit Plans
* Student Work Samples
* Formative Assessments

* Agenda/Training Sign-ins
* Class Rosters
* DEP/IDEP
* Lesson Plans
* Student Technology Products
* Camp Invitations
* AIG Plan
* AIG Brochure
* Spanish Documents
* List of Students Identified Nurture
* Curriculum Meeting Agendas
* AIG Glossary
* AIG Due Process
* Parental Rights
* Criteria for Eligibility Document
* Reading and Math Portfolio Options
* AIG Nomination and Identification Flowchart
* Invitation Consent for Services

Documents	
Document Template	Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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 Executive Administrator of Curriculum. 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 K-12 gifted learners.

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 and middle school. 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. The two AIG teachers will also maintain up-to-date AIG documents on the school's and county website, facilitate annual DEP reviews, and ensure that the AIG roster in PowerSchool is accurate for the district.

The AIG Director has a designated AIG Scholars counselor at the middle school. This counselor is a certified school counselor with certification as a Licensed Professional Counselor Associate and is a Nationally Certified Counselor. We will use this position 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: assisting with AIG/Nurturing scheduling, student transfers, student transitions, 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. Beginning with the 2022-2023 school year, an additional AIG teacher will be located at the middle school to provide gifted instruction, virtual learning support (NCVPS), social/emotional and student transition support, and parent/guardian/student engagement sessions.

Through high school programming the AIG department utilizes the principal at Anson County Early College, with AIG/counseling/school administration licensure to assist the school counselor and college liaison with reviewing the DEP, AP/Honors mastery, and college success. The MTSS framework will be used with students showing a need for intervention. The high school has two school counselors to serve AIG students across various advanced academies located across the district. Both counselors are certified in counseling. 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 vocational outreach opportunities that are aligned to the interest of the gifted learner, as well as their academic goals. Scholarship opportunities will also be an area of concentration. A regional networking opportunity will be arranged in which our counselors can collaborate and share with other experienced counselors on a routine basis.

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 are two school administrators and two district office administrators that hold AIG licensure certification. The ACEC administrator also holds a counseling degree and has experience running a strong academic scholar's program at the high school level. The ACEC administrator will meet weekly with the school counselor and the college liaison to review K-12 and dual enrollment data. At the high school, an on-site leadership member and a MTSS specialist will also meet with the school counselors and the college liaison to review K-12 and dual enrollment data. Principals will also share AIG subgroup data with the AIG Director quarterly.

In addition: teachers, school counselors, administrators, and district office personnel are encouraged to attend AIG licensure classes. Beginning in the 2022-2023 school year, the AIG department is offering tuition reimbursement assistance for one licensed staff member per year. The staff member will have to present completion of the courses with a B or higher grade average for reimbursement. Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. 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, instructional specialists, student services personnel, and school administrators.

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 2022-2023, the AIG staff will participate in the Anson County Schools Professional Learning Conference with a presentation to staff regarding AIG specific topics. 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 2023-2024 the following topics will be addressed:
- Adapting Curriculum Materials for Differentiation
 - Methods of Instruction; AIG Program Implementation

In 2024-2025 the following topics will be addressed:

- Myths Regarding the AIG student
- Characteristics of Gifted Learners

Many gifted children develop asynchronously thus, social and emotional developmental needs often require significant support structure. Counselors and the SEL district contact will host professional development on social/emotional lessons, social/emotional learning, and bibliotherapy at each school that is designed to meet the needs of gifted learners. 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 supports the overall framework, implementation, and coaching of this model.

The district has primarily relied on NCVPS to provide Advanced Placement (AP courses) at both high schools over the last several years. During the 2019-2020 and 2020-2021 school years Anson County Early College offered on-site AP courses to 9th and 10th graders. However, during the 2021-2022 school year, no AP courses were offered as a response to the pandemic at both high school locations. For the 2022-2023 school year, Advanced Placement courses will be offered on-site at both high schools. The district will pursue scholarships and training for staff to provide AP course offerings.

In addition, teachers, school counselors, administrators, and district office personnel are encouraged to attend AIG licensure classes. Beginning in the 2022-2023 school year, the AIG department is offering tuition reimbursement assistance for one licensed staff member per year. The staff member will have to present completion of the courses with a B or higher grade average for reimbursement. Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. 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.

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 a differentiated curriculum that is tailored to our AIG learner's needs. In 2022-2023, the AIG department is offering tuition reimbursement assistance for one licensed staff member per year. First, priority will be given to schools with the highest need for AIG certified staff. Additional opportunities for AIG licensure will be explored by the department and offered as secured.

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 2022-2023, the AIG staff will participate in the Anson County Schools Professional Learning Conference with a presentation to staff regarding AIG specific topics. 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 2023-2024 the following topics will be addressed:

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

In 2024-2025 the following topics will be addressed:

- Myths Regarding the AIG student
- Characteristics of Gifted Learners

Two AIG licensed teachers will rotate between the elementary/primary and middle 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 two AIG licensed teachers will support the district instructional framework as teachers construct learning targets and criteria for success that are appropriate for advanced learners for the next three years.

The AIG Director has a designated AIG Scholars counselor at the middle school. This counselor is a certified school counselor with certification as a Licensed Professional Counselor Associate and is a Nationally Certified Counselor. We will use this position 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: assisting with AIG/Nurturing scheduling, student transfers, student transitions, 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. Beginning with the 2022-2023 school year, an additional AIG teacher will be located at the middle school to provide gifted instruction, virtual learning support (NCVPS), social/emotional and student transition support, and parent/guardian/student engagement sessions.

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. This counselor will be part of the high school Differentiated Education Plan committee. They will also work to help students choose the appropriate pathway to ensure academic success and college competitiveness.

Currently, there are two school administrators and two district office administrators that hold AIG licensure certification. The ACEC administrator also holds a counseling degree and has experience running a strong academic scholar's program at the high school level. The ACEC administrator will meet weekly with the school counselor and the college liaison to review K-12 and dual enrollment data. At the high school, an on-site leadership member and a MTSS specialist will also meet with the school counselors and the college liaison to review K-12 and dual enrollment data. Principals will also share AIG subgroup data with the AIG Director quarterly.

*** Practice E**

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

Our district, as well as the state and nation is experiencing a severe teacher shortage. The district is offering sign-on bonuses for certified teachers at hard to staff schools. Specifically, the bonus structure seeks to attract teachers to low-performing schools (Anson Middle, Anson High, Morven Elementary, and Wadesboro Elementary). A teacher must agree to serve for three years, in order to be eligible for this bonus. In addition, staff at schools that are not deemed low-performing are eligible to transfer to low-performing schools if they have an EVAAS score index that meets or exceeds the state average for two out of the previous three school years. This measure seeks to address issues of equity within the district.

Any updates from NCDPI, NCAGT, and/or public/HBCU colleges and universities regarding educational opportunities for AIG licensure will be shared district wide in the Curriculum and Instruction newsletter. We also send staff of diverse

backgrounds to recruiting sessions at HBCU colleges and North Carolina University System.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Beginning with the 2022-2023 school year, Anson County Schools plans to sponsor two teachers per year to obtain their AIG licensure through a public North Carolina university. First priority will be given to staff at the secondary level. This decision is based on the need to address growth at the secondary level. As ACS AIG department continues to expand to meet the objectives within the plan, considerations focusing on equity and diversity will be of great importance. The AIG department along with Human Resources will place an emphasis on hiring candidates of diverse backgrounds.

*** Practice F**

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

The AIG department strives to identify students from diverse backgrounds. The district employs tools such as TOPS to identify students in need of early nurture support in grades K-2. In grades 2, 4, and 6 aptitude test mass screenings are executed to ensure that no student with high aptitudes are not missed and receive the appropriate services. The district also utilizes the Naglieri-Nonverbal Ability test. When appropriate, EL students can also be tested in their first language to provide them an equal opportunity into the AIG program. The AIG department will conduct training for staff on the myths regarding gifted education to help eliminate bias and boost referrals of diverse students. The goal of this initiative is to build teacher capacity, change mindsets, and implement more equitable educational practices.

*** Practice G**

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

Beginning with the 2022-2023 school year, Anson County Schools will host a one day professional development conference during the summer: AIG topics will include AIG identification, Nurture services, AIG services, best practices in gifted strategies, characteristics of gifted learners, myths regarding gifted education, methods & models in the regular education classroom.

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. Collaborative planning and PLC's will take place with AIG district teacher participation with a focus on district instructional framework emphasizing learning targets and criteria for success that is appropriate for advanced learners.

Principals will work with the AIG staff to determine regular education teachers that will have the opportunity to attend the North Carolina Association for Gifted and Talented conference held annually. They will also be responsible for sharing the information learned during this conference with school based staff following conference attendance.

*** Ideas for Strengthening the Standard**

The AIG Department will provide funding for one teacher to earn licensure per year at the secondary level. AIG staff will also present at the annual professional development conference. AIG teachers will support PLCs and lesson design. The district will also hire an additional teacher. As ACS AIG department continues to expand to meet the objectives within the plan, considerations focusing on equity and diversity will be of great importance. The AIG department along with Human Resources will place an emphasis on hiring candidates of diverse backgrounds.

Planned Sources of Evidence

* District AIG Director's Qualifications
* AIG Budget
* AP Course Rosters
* College Class Rosters
* Honors and Cluster Grouping Rosters
* PD Calendars & Records
* AIG Licensure Information
* Leadership Meeting Agendas/Minutes

* AIG Lesson Plans

* ACS Website

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

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 Governor's School participants and other notable honors.

The AIG department partners with parents/guardians during Parent Advisory Board meetings. During these meetings, online surveys are discussed, data is analyzed to determine changes that need to be made to the program. Also during these meetings, recommendations from the board can be shared with AIG staff to further enhance the program in Anson County Schools. Additional partnerships include the Student Advisory Board. AIG staff meets with the students to also discuss the surveys and for students to present any ideas they have to further improve instruction or program implementation.

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.

The AIG department will expand its personnel to include an AIG Parent Liaison that will focus on such topics as: camp opportunities, community engagement and civic service opportunities, high school graduation requirements and related post-secondary education goal setting, GPA calculations and high school transcript evaluations, honors and AP course opportunities, and college course requirements. The district will utilize multiple platforms and timeframes as well as approaches to meet the diverse needs of families to maximize participation. The district will also leverage this position within the MTSS framework to provide interventions and support for students in need. The liaison will connect with families, classroom teachers, counselors, and principals to track the progress taking place towards meeting and exceeding plan goals.

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

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

1. ACS will continue to display student work throughout the community and designated public spaces. This work will indicate the student's name, school, and classroom work was completed in. 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 continue to invite students and their families to recognition ceremonies, where they will receive certificates and honors for participation in Governor's School, North Carolina School of Science and Math, Honors Societies, and other various organizations.
3. The AIG department will continue to meet with students, parents/guardians, 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 meet these students' academic needs. Meetings will also be held to explain online courses using the NCVPS system. These meetings will be held for grades 6 – 12.
4. ACS will continue to work together with our community partners to house servant leadership projects for students

involved in the AIG program. Currently, our high school students 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. During AIG district lessons, staff will conduct community involvement projects aligned to local industry. Standard course of study will be applied via thematic units and will be evaluated based upon performance and mastery of content.

5. Emails, newspaper articles, and informational letters will be sent to community members and parents/guardians regarding AIG initiatives. These initiatives could include community service projects, incentives for students participating in academic contests, and etc.
6. Anson County Schools partners with South Piedmont Community College (SPCC) to offer college courses through College and Career Promise opportunities. These courses are offered virtually or personally through professors. The district has had a large success rate with this initiative, graduating several students with associate's degrees or college credits.
7. Anson County Schools will partner with South Piedmont Community College to provide training in APA writing and research. This initiative will better prepare our students for success in college coursework.

*** Practice C**

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

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. Some of the duties of a Parent Advisory Board member include: reviewing surveys, making recommendations for the AIG program, and assisting with development of Parent Night opportunities for AIG students. Some ideas include: Planetarium nights, Ansonia Theatre plays and program, and/or enrichment opportunities. This group will also analyze quantitative and qualitative data to guide program discussions and recommendations. Meetings will continue to be held either through Zoom or in person as needed or dictated by program needs. The AIG department will share all information prior to the

meeting, for members to familiarize themselves with the content. Board members are from all schools in the county and various backgrounds and include internal and external stakeholders.

*** Practice D**

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

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

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

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 also informed of the AIG plan during the DEP/IDEP meeting and that it can be found on the ACS website and schools' websites. 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 at the school in the student's cumulative folder and at the district office. A yearly letter will be sent to the parents/guardians to re-evaluate their child's DEP, where the same information will be presented. All AIG/Nurture paperwork is available in the native language of students and parents/guardians. The AIG team has partnered with the English Learners department to ensure that these documents are updated and available, when needed.

Brochures have been developed to educate stakeholders regarding the AIG department. The following information is included in the brochure: gifted services, nurture services, areas of qualification, AIG contacts, and the nomination process. These brochures are available at each school in the parent information section and the Anson County Schools' website under AIG. This brochure will be updated periodically as staff and policy changes are made.

The AIG Department will continue to strive to meet and support the academic, intellectual, social and emotional needs of its AIG students. AIG personnel participate in district open forum meetings for all parents/guardians, 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 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 schools' websites for easy access by all interested parties.

Meetings are also 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 and Governor's School are made available to eligible students during open forum meetings and via the district website. As other opportunities become available: parents/guardians, 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.

Additionally, the elementary AIG teachers send home monthly communicators. These communicators are well received by parents. One parent stated, "The communication piece is amazing and paints the picture of genuine concern."

Anson County Schools regularly informs parents/guardians 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.

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.

*** Ideas for Strengthening the Standard**

The AIG Department is expanding services to include a parent liaison. Business and community partners will be infused within thematic units. We also seek to strengthen the advisory panel post-pandemic.

Planned Sources of Evidence

* Survey Questions & Responses
* Updated AIG Plan
* Agenda/Minutes from Transition Meetings
* Agenda/Minutes from PTO, Open House, Parent-teacher Conferences
* Board of Education Minutes
* Camp Agendas
* AIG Brochure
* IDEP/DEP Form
* AIG Glossary
* Spanish Documents
* Article 9B Handout
* Due Process / Parental Rights
* Invitations to District AIG Opportunities
* ACS Website
* Newspaper Articles
* Email Contact List
* Samples of Showcased Student Work
* Community Service Hours - AIG Students
* Advisory Time Plans
* Summer Enrichment Opportunities

* SPCC and UNCC Partnerships

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

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 the 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.

We have developed programs within our district that ensure student growth; Scholars program, Middle School acceleration, Elementary AIG Program, NCVPS, and the 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 run Summer Enrichment opportunities to students in grades 3-5. These two teachers will also help develop, implement, and store elementary and secondary 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.

Relationships have been established with secondary counselors to help monitor and ensure that students receive the appropriate rigor and challenge in the four core areas of instruction. Beginning with the 2022-2023 school year, the district plans to expand services strategically at the secondary level to include: a MTSS AIG facilitator to support AIG/Nurture learning loss in conjunction with the DEP, a secondary counselor position will also focus on the needs of AIG students at each secondary school. Counselors 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. They 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/guardian, 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 Parent Advisory Panel.

In addition, the Student Gifted Advisory group will be held as appropriate based upon the findings of the Parent Advisory Panel and responses to the student, staff, and parent/guardian surveys to help gather additional insights from the student's point of view.

*** Practice C**

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

State funds are allocated during the budget process. A major part of this process involves conducting a Comprehensive Needs Assessment of the program. This includes reviewing subgroup performance data, AIG headcount, parent/student surveys, and other academic outcomes. This information is used to develop goals and strategies that align to the AIG plan.

The program director regularly meets and discusses the AIG needs and advocates for the program. A collaborative approach is used to communicate these needs to the superintendent and the superintendent's cabinet, leading to a collaborative budget process.

A spreadsheet is provided from the Finance Officer to help guide the AIG budget process throughout the year. The budget is then monitored by AIG staff and the finance department accordingly. Additional meetings are held to discuss future endeavors and additional funding sources to meet AIG needs.

Two state salary positions serving AIG students are pulled from the AIG funding source. Additionally, remaining funds will be used to purchase resources, host training, 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. An additional funding source has been identified to help fund another 72.5% state salary position serving AIG students at the secondary level, supplies, field trips, writing courses, and licensure add-on tuition.

The AIG department will submit grants through Pee Dee Electric, Yost, and Smith Trust to further support the 2022-2025 AIG Plan.

*** Practice D**

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

The AIG 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. 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.

AIG secondary staff 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 the district office by the AIG department and will be shared during Parent 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**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

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 into 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 perform academically above grade level but their social and emotional development do not match their grade level academic performance. Bibliotherapy and AIG social/emotional developed lessons will be provided during AIG/Nurture classes. The district also seeks to create opportunities for AIG students to work together from different schools in a centralized location throughout the year. This will help students make connections with other students that are like them.

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 Scale (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. The Anson County Schools AIG Nomination and Identification Flow Chart is available on the district's website for further information.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.80%	9.09%	---	---	---	24.77%
Male	---	<5%	---	---	---	---	16.59%
Total	17.86%	<5%	7.25%	---	---	---	20.63%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The 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. Currently, there are eleven people in the district that have AIG licensure. These professionals range from AIG department personnel, principals, teachers, and interventionists. This is a percentage of 4% of staff certified in AIG.

Teachers that work with the AIG population are highly encouraged to obtain their AIG licensure from an accredited institution. Beginning with the 2022-2023 school year, Anson County Schools plans to sponsor one teacher per year to obtain their AIG licensure through a public North Carolina university. First priority will be given to staff at the secondary level.

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/guardians, families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

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 Parent 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 into place at the elementary, middle, and high school levels. During these meetings students will express their ideas, questions, and insights regarding their needs as 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**

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

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 Parent 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. The advisory panels will regularly meet throughout the plan cycle to discuss and modify the plan as needed. Program evaluations will also take place during these meetings. The AIG team will update stakeholders when modifications are developed and will update necessary documents. These documents will be posted on the Anson County Schools website under the AIG Program.

Growth and proficiency data (EOG, EOC, AP, ACT, PSAT, and SAT) is reviewed annually and compared to previous years. The district also tracks this information by academic cohorts as they progress through the grade levels to high school completion. The AIG department and the Testing and Accountability department partners to review the Report Summaries and School Assessment and Other Indicator Data reports for all testing data annually. Growth or decline is noted for the AIG population compared to previous years compared to the student body population. Individualized growth and proficiency data is also recorded for AIG/Nurture students in their AIG folder.

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**

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

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. All information regarding AIG student target data will be made available to the public.

Data from collected surveys will be shared with the AIG Parent Advisory Panel and AIG Student Advisory Panels. Breakdown 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 secondary AIG staff 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 the district office by the AIG department and will be shared during Parent Advisory Panel meetings.

*** Practice J**

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

The 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. 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.

The AIG department regularly reviews achievement and aptitude data for all students and will continue to mass screen in grades 2, 3, and 6 for the aptitude test. Reassessments for those students that are Nurture are conducted annually to ensure growth within the program. All parties will be notified of placement status as it becomes available.

When a student transfers into ACS; their test scores, previous AIG data, and grades are reviewed by AIG staff for transition into the Anson County Schools AIG program. If this information is not readily available in Powerschool or the cumulative folder, AIG staff contacts the previous district/school to gather this information. After a thorough review, placement decisions are made and the parents/guardians are contacted to update the AIG record to reflect placement in Anson County Schools AIG program.

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 1 – 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 the conference is held.

If a disagreement is not resolved at the AIG Site Team conference, then an appeal to the 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 implemented.

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 facts 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.

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*** Ideas for Strengthening the Standard**

The district is adding an MTSS/AIG Parent Liaison, a designated counselor, and have secured additional funding to expand staff for secondary schools. ACS will also sponsor 1 secondary teacher annually to earn their AIG certification.

Planned Sources of Evidence

- * AIG Plan Appendix
- * Parent/Student/Staff Surveys
- * AIG Advisory Panel Agendas/Sign-in Sheets
- * BOE Minutes
- * BOE AIG System Commitment
- * Course Offerings at Middle/High School Levels
- * Nurturing Component

* Evidences of AIG Opportunities
* AIG Field Trips
* Monthly Budget Status Reports
* Professional Development Records
* AIG Program Requisitions
* Drop-out Report
* Formative Assessment Data
* Progress Reports
* Online Course Progress Reports
* EVAAS Reports
* Identification Procedures
* AIG Headcount
* Spanish Documents
* Criteria for Eligibility and Placement
* Records of High Qualified Status and AIG Licensure
* NC School Report Cards
* AIG Due Process/Parental Rights
* AIG Nomination and Identification Flow Chart
* Math/Reading Portfolio
* Article 9B

* AIG Glossary

* DEP

* Updated AIG Plan

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <u>AIG Due Process - Parental Rights</u>  <u>Parental Consent (Spanish)</u>  <u>AIG Due Process (Spanish)</u>  <u>AIG Parental Consent</u>

Local Board of Education Approval

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/23/2022 

Original Application Submission Date: 06/02/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>BOE Approval</u>

AIG Related Documents

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 BOE Approval

Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary
AIG Standard 1 Additional Resources	N/A	<ul style="list-style-type: none">  AIG Parent Nomination Packet  AIG Teacher Nomination Packet  Criteria for Eligibility and Placement  AIG Nomination and Identification Flow Chart  AIG Due Process (Spanish)  AIG Glossary - Spanish  3-5 DEP

		<ul style="list-style-type: none">  <u>6-8 DEP</u>  <u>ACEC DEP</u>  <u>AHS DEP</u>  <u>Math Portfolio Options and Criteria</u>  <u>Reading Portfolio Options and Criteria</u>
AIG Standard 2 Additional Resources	N/A	<ul style="list-style-type: none">  <u>3-5 NDEP</u>  <u>K-2 NDEP</u>  <u>6-8 NDEP</u>  <u>AIG Summer Enrichment Options</u>
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none">  <u>AIG Due Process - Parental Rights</u>  <u>Parental Consent (Spanish)</u>  <u>AIG Due Process (Spanish)</u>  <u>AIG Parental Consent</u>

Glossary

Anson County Schools (040) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary .