

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

**Approved by local Board of Education on:** 06-MAY-19

**LEA Superintendent's Name:** Phyllis Yates

**LEA AIG Contact Name:** Sandra Peterson

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

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

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

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

**Ashe County Schools Vision for local AIG program:** The vision of the Academically/Intellectually Gifted Program of Ashe County Schools is to provide a differentiated education for all gifted students recognizing individual strengths, interests and needs. It is our belief that academically/intellectually gifted students require differentiated educational services designed to meet their individual needs. We believe that all students with special gifts, talents and high interests are found in all ethnic, geographic and socioeconomic groups, and they represent a source of potential innovation, creativity and leadership. The Ashe County School System recognizes giftedness develops through discovering, nurturing and fostering the potential of each child. Schools must provide learning environments where students feel free to take creative risks, offer conjectures, question assertions proposed by others, or find their own ideas challenged or confirmed without ridicule or fear of embarrassment. Parents and community are allies who have a critical impact in the cultivation of independent and self-reliant learners.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$159254.00	\$80685.00	\$ .00	\$ .00

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## Standard 1: Student Identification

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

### **Practice A**

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

**District Response:** Ashe County Schools communicates identification, screening and referral information in multiple ways. A letter regarding the screening, identification, referral, and placement processes is sent home to each fourth grade parent. This letter is readily available in English and in Spanish to provide appropriate communication.

#### Grades K-3:

Criteria is in place to identify and serve high performing primary students. Teacher referral initiates the screening process for potential student identification. The qualitative and quantitative data that is collected in five different areas includes: academic aptitude, current achievement, a gifted behavioral checklist (includes learning characteristics, motivational characteristics, creativity, leadership, and adaptability), grades, and student work samples. Based on results from the screening process, the AIG Committee from each school (which shall consist of principal, guidance counselor, gifted specialist or designated lead AIG teacher and regular education teacher) will meet to match service options with demonstrated student needs.

#### Grades 4-8:

Ashe County uses multiple criteria for AIG student identification as outlined in the 2019-2022 plan. These criteria have proven to be effective in identifying a larger population of eligible AIG students. There are two primary elements of the AIG identification process, 1) aptitude and 2) achievement. The Cognitive Abilities Test (CogAT) is administered to all fourth and seventh grade students in the fall as a screening tool that provides an aptitude score. This score along with multiple evidences of students' achievement are considered when searching for indicators of academic and intellectual giftedness.

AIG teachers work with regular classroom teachers to seek and identify students who qualify for AIG services. These students are considered for nomination and further screening to assist in determining their need for instructional differentiation through the AIG Program.

Meetings are held at the beginning of each year at each of the schools to communicate information to parents and other stakeholders. A parent handbook outlining procedures is given to all AIG parents. All AIG specialists maintain an AIG website that is posted to their school web page.

Based on our Parent Survey results, 87.8% of those who responded indicated that they were aware of the procedures for identification, screening and referral as outlined in our AIG Plan.

### **Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides

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multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** Ashe County uses multiple qualitative and quantitative criteria for AIG student identification as outlined in the 2019-2022 plan. These criteria have proven to be effective in identifying a larger population of eligible AIG students and ensures that identifying and serving student strengths remain our goal. There are two primary elements of the AIG identification process, 1) aptitude and 2) achievement. Once information is gathered from these two areas, a "pool" of students is created at each grade level from either achievement or aptitude scores (see appendix for Individual Student Eligibility Profile). The Cognitive Abilities Test (CogAT) is administered to all fourth and seventh-grade students in the fall of each school year as a screening tool that provides an aptitude score. The EOG serves as an indicator of academic achievement. These scores along with multiple pieces of evidence (grades, gifted behavior scale, student performance/products, nominations) of students' achievement are considered when searching for indicators of academic and intellectual giftedness. An Individual Student Eligibility Profile sheet is used to calculate points and determine identification and service option (see appendix Standard 1)

#### IDENTIFICATION GRADES K-3

There is a process in grades K-3 to identify students who require intensive support and services. In K-3, we have service option D which means the student gets one to one services by an AIG specialist. To qualify for AIG services, the K-3 student should:

- \*Demonstrate an extreme need for differentiation before being considered for identification as documented through academic aptitude, current achievement, a gifted behavior checklist, grades, and student work samples

- \*Teacher referral

- \*98%ile or above on a nationally normed IQ/aptitude test administered by a licensed psychologist

- \*98%ile or above in achievement for reading and or math on a nationally normed test administered by a licensed psychologist

#### IDENTIFICATION GRADES 4-8

Students may be identified as gifted in Ashe County in one of the following areas:

##### Intellectually Gifted (IG)

98%tile or higher on nationally normed aptitude test

##### Academically Gifted in Math (AM)

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points (see appendix Standard 1 Student Services Pathway Chart and Student Eligibility Profile):

Quantitative IQ/aptitude score, Math EOG score, math grade, gifted behavior scale score, and other indicators if applicable to the student

##### Academically Gifted in Reading (AR)

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points (see appendix Standard 1 Student Services Pathway Chart and Student Eligibility Profile):

Verbal IQ/aptitude score, Reading EOG score, reading grade, gifted behavior scale score, and other indicators if applicable to the student

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**Academically Gifted in Reading and Math (AG)**

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 20-29 points in both reading and math (see appendix Standard 1 Student Services Pathway Chart and Student Eligibility Profile):

Quantitative and Verbal IQ/aptitude score, Reading and Math EOG score, reading and math grade, gifted behavior scale score, and other indicators if applicable to the student

**Academically and Intellectually Gifted (AI)**

98th percentile or higher on nationally-normed aptitude test

A combination of the following criteria with a cumulative Individual Student Eligibility Profile point score of 30 or more points: Quantitative and/or Verbal IQ/aptitude score, Reading and/or Math EOG score, reading and/or math grade, gifted behavior scale score, and other indicators if applicable to the student

**IDENTIFICATION OF GRADES 9-12**

High school students may be identified as gifted in Ashe County if there is a body of evidence that indicates a need. The AIG coordinator will review student records through the school counseling office for possible placement recommendations if there is a need for differentiation that is not being met via multiple pathways for differentiated success available through AP, advanced and college course offerings.

**STUDENTS IDENTIFIED IN OTHER NC COUNTIES OR OTHER STATES**

Students entering Ashe County Schools who have previously been identified as gifted must meet the following criteria as presented in the AIG Plan for formal placement and services:

Grades K-3 – Transfer students identified as gifted from another system or state must meet Ashe County Schools AIG identification criteria to receive services at Level D option. If the criteria for level D services is met, students will qualify for an Individualized Differentiated Education Plan (DEP) and programming and services will be provided. If the student does not qualify, he/she will be reevaluated in grade 4 as outlined in the plan for all students. All students in grades K-3 will be encouraged through the talent development program.

Grades 4-8 – Students who enter the district already placed in AIG, from another district or out of state, maintain their initial AIG identification in Ashe County Schools. Student performance and assessment data will be used to determine appropriate services and the identification process will be completed each year to screen for other areas of identification if the student shows a need or meets criteria.

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**Practice C**

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

**District Response:**

Ashe County Schools' goal is to provide a quality, equitable education to all students. We have developed identification practices that intentionally focus on underrepresented populations. The AIG Specialists collaborate with the teachers for exceptional children as well as the English Language Coordinator to ensure that appropriate modifications are being met for any twice-exceptional students.

All Ashe County fourth and seventh graders are administered a group aptitude test to initiate the screening process. Use of rank ordering of state EOG performance data provides more information on various student subgroups during the screening process. The Ashe County testing coordinator provides a list to each school of the top twenty percent of students' scores from across the district on standardized achievement tests, as available, for each of the following groups:

Each ethnic group

Identified EL students

Identified Exceptional Children

Economically disadvantaged students

District as a whole

Grades and a gifted behavior checklist are used as indicators of need for placement.

School personnel, parents/guardians, students and community members with academic knowledge of students may submit nominations for students to be considered for possible identification as academically/intellectually gifted.

The AIG team at the elementary level will then compile a master pool of students to be considered for placement. The AIG student eligibility profile should be completed for students in this pool.

At the middle and high school level, the AIG coordinator will review student records through the school counseling office for possible placement recommendations in grades 7-12.

**Practice D**

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

**District Response:**

Procedures for screening, referral and identification are detailed in our local AIG Plan and approved by our Board of Education and the North Carolina Department of Public Instruction.

Ashe County Schools are consistent in screening and identification procedures. We currently use:  
CogAt Test

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EOG Test  
Grades  
Teacher recommendation  
Gifted Behavior Scale  
Nominations by parents and community members

The District AIG Team meets to compile data across the county. The same criteria is used for placement at all six of our schools. Students are placed in the screening pool if the above indicators suggest a need for identification. All students who are part of this screening pool will be reviewed by the school based AIG team to determine proper placement. Students who do not meet eligibility requirements will be placed on a "wait and watch" list.

Based on our Parent Survey results, 85.4% of those responding felt that the screening process and criteria used to identify students for the program is fair and appropriate.

**Practice E**

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

**District Response:**

Communication with parents, teachers and administrators to clarify the procedures for identification and service options will continue to be updated and disseminated annually. Ashe County Schools maintains a DEP for all students who are identified and receive AIG services. This document is reviewed annually with parents/guardians. This DEP outlines the area of identification and the level of service provided as well as the service delivery options. Documentation that explains the identification process and service options is also included in the following:

Fourth grade parent letter to all students  
Parent Handbook  
AIG website  
Parent information presentation  
Parent brochure outlining AIG program at all levels

**Practice F**

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

**District Response:**

The AIG Specialist at each school maintains a working eligibility pool spreadsheet which documents the data for each criteria for possible identification. For the students who meet the criteria for Service Options C or D, a folder is created that contains the proper paperwork. Included in the folder are the Students Eligibility Profile, School Site Decision Form, the Differentiated Education Plan and the Instructional Objective Form. Also included is a copy of the Gifted Behavior Scale that is completed by two classroom teachers. If a student has submitted a project or work sample for review, the rubric

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where this was assessed will also be included. The nomination form that can be submitted by a parent or community member will be included, documenting the rationale for this nomination.

All of the data contained within this folder is reviewed with each parent/guardian before services are rendered. Parents/guardians must sign appropriate forms and be given copies of the Parent Handbook and all documents used for placement. This student record/folder will travel with the AIG student throughout their elementary, middle and high school years.

**Ideas to Strengthen the Standard:** Screening, identification, and placement procedures will be updated to align with the new North Carolina AIG Program Standards. These changes will be reflected in our Individual Student Eligibility Profile, Differentiated Education Plan, Instructional Objectives, and School Site Decision forms.

The Parent AIG Handbook will be updated to clearly communicate and define student's AIG identification procedures and service options.

Informational brochures which communicate identification, referral and screening and service information will be updated and made available at each school.

To address parental concerns, we will continue our efforts to improve communication at the high school level in regards to opportunities for AIG students in and outside of the school environment.

**Sources of Evidence:** AIG Plan

Survey Results - (parent, student, teachers)

Updated Placement Paperwork

Updated Parent Handbook

Updated Parent Brochure

Updated District and individual school websites

Agendas and presentations at various stakeholders' meetings

Student AIG folders

AIG headcount

Testing calendar

Differentiated Education Plans (DEPs)

Documentation of parents' annual review meetings.



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

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

### **Practice A**

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

### **District Response:**

Ashe County Schools presently employs three AIG specialists who serve AIG students in our three elementary schools. A literacy/AIG specialist supervises the AIG services at our middle school. A guidance counselor oversees the program at the high school level with the assistance of the AIG Director.

To address talent development in grades K-3, all schools use the Primary Educational Thinking Skills program. Criteria is in place to identify and serve high performing primary students.

Gifted students in grades 4-6 are served through enrichment pullouts in language arts and math. Sixth graders receive advanced language arts with a gifted specialist on a daily basis. Specialists design curriculum units that integrate skills in all content areas.

Middle and high school gifted students are offered advanced classes for all content areas. In addition, high school students are offered courses through Ashe Early College, Wilkes Community College and North Carolina Virtual Public High School. Out of our 133 AIG students identified at our high school, 123 are taking Honors-level courses, 55 are taking advanced placement courses and 51 are taking college courses through Wilkes Community College.

### **Practice B**

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

### **District Response:**

Ashe County Schools considers an array of service options when making recommendations for individual gifted students.

Program Service Options are based upon a careful analysis of individual student abilities and needs.

Regular classroom teachers are responsible for classroom differentiation for all levels of students in their classroom with consultation and/or cooperation with the AIG Specialist. This is Service Option B. Starting in fourth grade, the entire grade level is screened for placement in the AIG program.

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Students who are identified as Service Option C are served in the resource room for reading and/or math. Using the North Carolina Standard Course of Study, these resource classes emphasize high level thinking skills, problem solving strategies, research applications, and character education, keeping in mind student choice and interest. Students who are identified as Service Option D receive individualized services from the AIG Specialist. Students who aren't performing in a regular classroom setting, but show an aptitude of 98-99 percentile, will be served up to three times weekly under service option A.

At grades K-3, AIG specialists provide consultative services for gifted students who are identified as needing differentiated instruction under service option D. The AIG teacher collaborates with the regular education teacher and any other instructional staff who work with the student to identify strategies. Such strategies and modifications may include:

Grade and/or subject advancement

Curriculum compacting

Cluster grouping

Special interest projects and units of study

In grades 4-6, AIG identified students work with the AIG teacher weekly for differentiated units of study, tiered assignments, and independent study. AIG students are clustered by the area of identification for instruction in the regular classroom, and the AIG specialist provides resources and instructional suggestions for the classroom teacher. AIG students may also be considered for grade and/or subject advancement if evidence warrants.

In grades 7-8, AIG students are placed in advanced courses. The literacy/AIG specialist facilitates student-driven projects in small group settings. Additionally, the specialist provides resources, suggests instructional strategies and models lessons for classroom teachers.

In grades 9-12, AIG students are offered advanced and AP courses (online and on campus) as well as dual enrollment in community college and university level courses.

### **Practice C**

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

### **District Response:**

Ashe County Schools offers a continuum of service options designed to provide a rigorous academic curriculum, to enhance and nurture all students' strengths and to provide enriching educational experiences for students. Students are identified in four different service options that allow for differentiation according to their individual needs.

Students identified in Service Options C and D in elementary school are served in a separate setting with the AIG Specialist during enrichment or flex times. This ensures that they are not missing out on any core instruction in the regular education classroom. Students identified as Service Option B are served in the regular classroom with the assistance of the AIG specialist coordinating with the regular classroom teacher.

Our advanced learners at the middle and high school are guided toward deeper enrichment in math and reading during flex times. Advanced courses for these learners are offered at both the middle and high school through course selection, dual enrollment and online courses.

AIG teachers support and model the use and development of differentiated units and lessons using 21st century content and skills. AIG teachers provide professional development and support for teachers in their schools to differentiate the NC Standard Course of Study objectives. AIG teachers consult with teachers in Professional Learning Communities in grades K-8 to provide support for planning instruction for gifted students.

#### **Practice D**

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

#### **District Response:**

AIG Specialists will collaborate with teachers, school administrators and support staff to deliver relevant information concerning the local AIG program and plan. This will be accomplished through meetings, AIG Handbook, AIG Brochure and AIG Website.

89% of our teachers surveyed believed the district informs instructional personnel about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

#### **Practice E**

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

#### **District Response:**

Ashe County Schools employs three AIG Specialists who work with the three elementary schools respectively. The AIG services in K-6 are consistent and relevant. Through our Transition Plan, we have been working to bridge gaps that were evident at the middle and high school levels due to a lack of personnel to oversee the programs. This and the employment of an AIG Director have made the transitions smoother. The AIG Director meets with all AIG Specialist to ensure continuity and equability of services in our six schools. When students transfer to the middle and high school, teachers meet to transfer AIG records and discuss proper continued placement for these AIG students.

81.3% of our teachers surveyed stated that there is effective communication among and between teachers and schools to promote continuity of gifted services from K through 12.

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**Practice F**

Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

**District Response:**

Our LEA will continue to forge open communication with parents regarding the AIG placement of students, the differentiated services available to gifted students, and involve parents and other community members as allies to enrich and extend the learning opportunities for advanced learners. A list of AIG students is disseminated among instructional staff at the high school level to help ensure that all teachers know who the AIG identified students are in their classes. Students are required to meet with a counselor to ensure not only that they are on the right academic track for success, but to discuss any social/emotional needs they may have. Through our transition plan, counselors have strategies in place to ensure transitions are smooth from the elementary to middle and the middle to high.

In the past three years, we have employed a full-time Career Development Coordinator and a Career Coach. These folks help all of our students with determining career goals and identifying programs and courses that will help them achieve these goals. They facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise our students through individual appointments, classroom presentations and other activities.

**Practice G**

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

**District Response:**

Ashe County Schools offers Service Option D - An education plan for gifted students who require intensive support and individualized services. This service option may be reflected in differentiated education plans advising grade acceleration, early admission to school, advanced placement courses, or similar services. This option also includes the identification of students in grades K-3 who may require individualized services.

In K-3, Service Option D is based upon strong student interest and motivation. The indicators for service option D include teacher recommendation, principal recommendation and an aptitude and achievement score at the 98-99th percentile on an appropriate individual measure recommended by the school psychologist.

Our LEA follows the state guidelines when reviewing for early entrance to kindergarten. These guidelines include:

- a. Fourth birthday by April 16th of entry year
- b. Testing administered after April 16th of entry year
- c. Aptitude (Score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, WPPSI, Kaufman-Anderson, or other comparable tests administered by a licensed psychologist)

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- d. Achievement two to three years beyond peers (Score at the 98th percentile on either reading or mathematics on a standardized test of achievement)
- e. Performance (Observations, student work samples, informal reading assessment)
- f. Observable Student Behavior (Social and developmental characteristics, as documented through two recommendation letters from preschool teachers, pediatricians, or other adults with knowledge of the child. Checklists may also be used for support in this area)
- g. Motivation/Student Interest (Observations, interviews with the child which document a great deal of knowledge or extreme interest on the part of the child)

Parents wishing to submit a child for consideration for early admission to kindergarten shall present the required information within the first thirty days of the school's instructional year. If the child is admitted to kindergarten, the principal may rescind his/her approval based on substantial evidence that the child is not adjusting satisfactorily to the school setting. (N.C. House Bill 1099)

Early admission to kindergarten does not automatically place a child in the AIG program. The school's AIG Committee must review the child's progress and educational setting in ninety (90) calendar days of the child's enrollment. If the Committee recommends the child receive services, either a Differentiated Education Plan or an Individual Differentiated Education Plan shall be developed.

Students in grades 4-6 and 7-8 are placed in Service Option D if a student scores a total 30 or more points and aptitude is at the 98th or 99th percentile.

Students in grades 9-12 are offered the opportunity to enroll in special schools such as the NC School of the Arts, the NC School of Science and Math, dual enrollment, satellite/online courses and Governor's School. This population is served within the regular population of AIG students.

### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

### **District Response:**

Our LEA is cognizant of diversity in the identification of AIG students. Once identified, students of all ethnicities, economic status and AIG populations are provided with a curriculum framework based on acceleration, complexity, depth, challenge and creativity.

We are now identifying IG (intellectually gifted) students that may have been overlooked in the past.

Highly Gifted students are identified through our program as level D students and receive individualized services.

Some intentional strategies we implement with our gifted students include:

Acceleration: fewer assignments to master standards, pre-testing for standard based skills, emphasis on higher-order thinking skills

Complexity: multiple higher order skills used, more variables to be studied, multiple resources required

Depth: multiple applications used to study concepts, research conducted, products developed

Challenge: advanced resources utilized, sophisticated content, cross-disciplinary applications

Creativity: model construction based on criteria, alternative tasks, products, and assessments, oral and written communication to a real world audience emphasized.

At our middle and high school levels, students are involved in Career Fairs, Curriculum Fairs, Upward Bound programs, the YES program, internships, job shadowing and mentorships.

### **Practice I**

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

### **District Response:**

Ashe County Schools offers numerous extra-curricular programs and events. Examples of extra-curricular activities both in and out of the classroom are:

Battle of the Books  
Spelling Bee  
Science Fair  
Soil and Water Conservation Contest  
Beta Club/CASE Club  
Summer Leadership Camps  
TSA Club  
Robotics  
Chess Club  
Career and College Fairs  
The Reality of Money Store  
Model UN  
The Next Step Club

### **Ideas to Strengthen the Standard:**

Specialists will collaborate with teachers, school administrators and support staff to deliver relevant information concerning the local AIG program and plan.

Clearly define to all stakeholders the LEA's identification criteria for each of the five designations of giftedness.

### **Sources of Evidence:**

Differentiated Education Plans

Individual Eligibility Profile form that documents multiple criteria for student identification.

Parent Handbook

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

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

#### **Practice A**

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

#### **District Response:**

Ashe County Schools bases all modes of instruction on the North Carolina Standard Course of Study (NCSCOS). The AIG Program supports teachers with strategies to differentiate the NCSCOS and recognizes the need for ongoing professional development for AIG specialists, teachers and administrators.

To ensure appropriate and differentiated learning tasks for gifted students, the North Carolina Standard Course of Study will be adapted according to the following:

#### **A. Acceleration**

- Fewer assignments to master standards
- Pre-testing for standard based skills
- Emphasis on higher-order thinking skills
- Subject-level acceleration as needed

#### **B. Complexity**

- Multiple higher order skills used
- More variables to be studied
- Multiple resources required

#### **C. Depth**

- Multiple applications used to study concepts
- Research conducted
- Products developed

#### **D. Challenge**

- Advanced resources utilized
- Sophisticated content
- Cross-disciplinary applications

#### **E. Creativity**

- Alternative tasks, products, and assessments
- Oral and written communication to a real world audience emphasized
- Opportunities for student interest-driven learning and products



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While formal services begin with identification and service delivery at grade 4, students in grades K-3 who are recommended and identified may receive consultative service to incorporate differentiated learning in the regular classroom. Cluster grouping, curriculum compacting, tiered assignments and grade or subject acceleration may be used to meet students' needs.

When surveyed, 95.4% of our teachers agreed that our district addresses a range of advanced ability levels in language arts, math and other content areas.

**Practice B**

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

**District Response:**

Diverse and effective instructional practices are employed in the enrichment pullout programs and in the general education classrooms.

The Ashe County School System fosters students to develop their educational talents in grades K-3 through the Primary Educational Thinking Skills program. Criteria is in place to identify high performing primary students.

Gifted students in grades 4-6 are served through enrichment pullouts in language arts and math. Sixth graders receive advanced language arts with a gifted specialist on a daily basis. Specialists design curriculum units that integrate skills in all content areas with special attention to the individual learning styles and student interest. Surveys are given to students at the beginning of the school year to help identify their learning preferences, interests and strengths. Project based learning is incorporated throughout units of study using choice boards, tic-tac-toe and menus.

Middle and high school gifted students are offered advanced classes for all content areas. In addition, high school students are offered courses through Wilkes Community College and NCVPS.

**Practice C**

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

**District Response:**

Ashe County Schools employs a variety of research based resources which enhance curriculum and instruction:

Letterland  
Reading 3D  
iReady  
Reading Foundations  
Math Foundations  
Primary Educational Thinking Skills  
DIBELS Next

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Read 180  
Corrective Reading  
Junior Great Books  
Jacob's Ladder  
Thinking Maps

**Practice D**

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

**District Response:**

Ashe County Schools fosters the development of 21st century content and skills. For example, all classrooms are equipped with a digital presentation system and document camera. All classrooms are equipped with enough computers for students to have one-to-one access. These digital tools are used to focus on creativity, critical thinking, communication and collaboration as these are skills essential to prepare students for the future.

All of our teachers recently completed a SAMR module created by our district. The Substitution Augmentation Modification Redefinition Model is designed to help educators infuse technology into teaching and learning. The goal of SAMR is to transform learning experiences so they result in higher levels of achievement for students.

This year, each school in our district created a Tic-Tech-Toe Board to implement at their schools. The purpose of this board was to address the new Digital Learning Competencies and enhance teachers' knowledge and skills with 21st century content. Each school designed their board to meet the needs of their students and faculty.

Our students also participate in the following programs that help foster 21st century skills:

Model UN  
Science Olympiad  
Project Lead the Way  
Reality of Money Store  
Career Fairs  
Battle of the Books

Greater emphasis will be placed on developing collaborative problem-solving, global awareness, communication skills and gifted behaviors in all children. Evidence of the effective integration of 21st century content and skills will be observed through teacher observations/evaluations, lesson plans, and student products and performance.

**Practice E**

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

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**District Response:**

Ashe County School system uses both formative and summative assessments to analyze student data. We use iReady, NC Check-Ins, STAR and DIBELS Next. Our teachers are trained to build assessments through School Net and to effectively use the data from these assessments to inform differentiated planning and instruction. Teachers participate in Data Days at the school level in which test data is analyzed and this analysis is used to drive their instruction and grouping for maximum learning.

Evidence of data driven instruction can be observed through:

Classroom Observations

Teacher PDP's

Lesson Plans

Diagnostic Data/Benchmarks

Data Days/PLC's to analyze data

NC Check-Ins

Mock EOGs

**Practice F**

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

**District Response:**

Gifted students have unique social and emotional needs that must be met in order to maximize their learning and develop positive relationships. Administrators, teachers, and counselors in Ashe County Schools will help students make the best academic and personal choices to promote their total growth and well-being.

In the past three years, we have employed a full-time Career Development Coordinator and a Career Coach. These folks help all of our students with determining career goals and identifying programs and courses that will help them achieve these goals. They facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise our students through individual appointments, classroom presentations and other activities.

A Transition Plan has been put in place to assist students and their parents with major transitions that helps to alleviate uncertainty for all students. Brochures and handbooks have been created to hand out to students and parents outlining curricular offerings, extracurricular offerings, community and higher education offerings.

Ashe County Schools has employed a full-time Social Worker. She is assisting with addressing the social and emotional needs of an at risk population, which often includes AIG students. She works to align families and students with community resources for various needs and conducts home visits.

We have also employed a Youth Development Coordinator who works with our students in grades 4-7. She targets at-risk youth and concentrates on their individual needs. She does whole group lessons in the regular classrooms that focus on social/emotional issues such as bullying, character

education, peer relationships, decision making, etc.

Our school system has partnered with Communities in Schools and employed a full-time site coordinator at our middle school. She works with attendance, behavior and course work issues. She meets weekly with at risk students, and brings in speakers to address various social and emotional issues with all students.

### **Practice G**

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

### **District Response:**

Ashe County's AIG plan supports efforts to foster talent development in our students in kindergarten through third grade, without formally identifying students. AIG Specialists will implement, model and monitor PETS (Primary Educational Thinking Skills Program) in grades 1-3. A plan is in place to formally identify and meet the needs of any student who is excelling at a well above average level.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

### **District Response:**

There are only four AIG Specialists in Ashe County Schools. These Specialists are involved with alignment of the NC Standard Course of Study in the development of pacing guides and provide teachers with enrichment/extension activities and resources to use in their classrooms. AIG teachers work with Professional Learning Communities and provide professional development in differentiation strategies for all children.

The AIG Director and/or Specialists attend regional round-table meetings, the state gifted conference, and other gifted information meetings provided by the Department of Public Instruction. The AIG Director meets with AIG Specialists to provide updates on gifted education, review best practices and instructional strategies for gifted learners and clarify any questions about the plan and/or service delivery options.

### **Practice I**

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

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**District Response:**

Ashe County Schools provides each academically gifted student with a DEP (Differentiated Education Plan). This plan is reviewed and affirmed by parents, teachers and students to ensure appropriate delivery of services. Reviews of current placement are conducted at the end of each academic school year to assess each child's performance, affirm continued placement at the same service option and facilitate transition to the next setting.

**Ideas to Strengthen the Standard:**

Ashe County Schools will utilize School Net, NC Check-ins and iReady to gather resources aligned to the NCSCOS and to create formative classroom assessments and summative benchmark assessments. Data collected from these assessments will be used to purposefully form differentiated groups for instruction.

In order to better meet the emotional and social needs of students, Ashe County Schools' administrators, teachers and counselors will help students make the best academic and personal choices to promote their total growth and well-being. A Transition Plan is now in place to assist students and their parents with the major transitions from PK-K, 2-3, 6-7 and 8-9 grades. The activities incorporated into this plan help to answer questions and ease fears of our AIG students as they transition through these educational milestones.

AIG Specialists will continue to provide in-service on effective instructional practices and differentiation strategies that will support the needs of the identified K-12 AIG students.

**Sources of Evidence:**

Lesson Plans

School Net/NC Check-ins Benchmark Assessments

Transition Plan

Transition Planning Chart completed by each school

Sign in sheets from workshops or team meetings

Student achievement

Professional Learning Communities meeting minutes

Differentiated Education Plans

Student work samples and portfolios

Grade level meetings

Documentation of Parent Nights

Documentation of AIG student counseling sessions

Documentation of the students taking advanced and/or dual enrollment courses

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

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

### **Practice A**

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

### **District Response:**

Ashe County Schools employs an AIG-licensed director and coordinator that oversees the AIG local plan. The director has 10 years of experience as an AIG specialist that worked directly with AIG students in the system. The AIG Director is responsible for overseeing all AIG specialists in the school system. She is the lead coordinator in planning, writing, implementing and monitoring the local AIG program and plan.

The Director also attends all state and district meetings in order to keep current with events and trends in gifted education, including matters of law, best instructional practices, new resources and materials, and other issues.

### **Practice B**

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

### **District Response:**

We employ an AIG-licensed specialist for each of our elementary schools. A literacy/AIG-licensed specialist supervises the AIG services at our middle school. A guidance counselor oversees the program at the high school level with the assistance of the AIG Director. Specialists are engaged in and focused on tasks for gifted learners. This practice is evidenced by the following:

- Elementary resource pull out
- Middle school/ high school advanced courses
- Units of study
- Lesson plans
- Parent meetings
- Variety of service delivery options
- Various competitions and enrichment events
- Faculty meetings
- Collaboration with classroom teachers and other support personnel
- Class schedules
- Student files
- Differentiation PD for classroom teachers

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**Practice C**

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

**District Response:**

Currently Ashe County Schools does not mandate professional development for personnel working with AIG students. However, students in regular education classrooms benefit from differentiated instructional strategies and the nurturing of gifted behaviors. Licensed AIG Specialists work with classroom teachers to differentiate content and teaching strategies for gifted learners. We are currently in the process of working with our Northwest Regional Educational Service Alliance (NWRESA) to collaborate with school systems around us to offer some PD for AIG endorsement or license.

**Practice D**

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

**District Response:**

We have very few teachers in our system with this add-on license. There has been no incentive in place for teachers to work toward obtaining this add-on license. All of our AIG Specialists working with students are fully licensed by the North Carolina Department of Public Instruction. All identified AIG students are placed with a licensed specialist during part of their school day in our elementary schools and some at the middle and high school levels. These licensed specialist also work closely with the classroom teacher to ensure that AIG students' differentiated needs are met in all subjects. We are currently in the process of working with our Northwest RESA to collaborate with school systems around us to offer some PD for local AIG endorsements.

**Practice E**

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

**District Response:**

In Ashe County Schools, AIG program goals are aligned with the district-wide initiatives and professional development goals. AIG specialists have worked with teachers across the district to create common pacing guides and rigorous assessments. AIG specialists have conducted professional development that provided resources and instruction on differentiation. AIG Specialists participate with classroom teachers in analyzing data from both summative and formative assessments in order to effectively drive instruction.

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**Practice F**

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

**District Response:**

Ashe County Schools supports opportunities to plan and design effective practices for our AIG student population. However, due to lack of common planning times, AIG Specialists meet with classroom teachers during PLCs and after school. AIG specialists create specific lessons based on NCSCOS (North Carolina Standard Course of Study) and the needs of gifted learners. Specialists collaborate with each other to implement the program and design professional development. Specialists share ideas with regular classroom teachers on how to differentiate instruction for AIG students.

**Ideas to Strengthen the Standard:**

AIG specialists will meet with the AIG district coordinator to plan and develop professional development learning activities that will be shared with classroom teachers and other support personnel.

Using Canvas, Specialists will create some online gifted education professional development modules for classroom teachers.

Specialists will work to incorporate more STEAM activities in both the AIG and regular education classrooms.

**Sources of Evidence:**

AIG Headcount  
AIG Specialist lesson and unit plans  
AIG Specialist schedules  
AIG student files  
Credentials of AIG Director and AIG Specialists  
Meeting minutes  
Log of Staff Development Activities  
School Improvement Plans  
AIG Plan  
Survey results



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## **Standard 5: Partnerships**

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

### **Practice A**

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

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

### **District Response:**

The AIG Specialist in each of our schools are the first line of contact for developing partnerships with our families. They use a variety of methods to communicate and partner with our parents. We will continue to use these methods and add additional modes as deemed necessary.

Our website, brochure, and handbook will continue to be updated. Parent meetings will be held at each school every year to sign new paperwork and review any needed changes. Family nights are held at each school that showcase math, science, art, and literacy activities. Parents participate in hands-on activities with their child and learn how to help them at home. College and Career Fairs are held at the middle and high schools. Specialists collaborate with classroom teachers to share student progress information through teacher conferences, phone calls, progress reports and report cards. Each school has an active Parent Teacher Student Organization (PTSO) who provide support both financially and through volunteers to enhance learning for all students.

In the past three years, we have employed a full-time Career Development Coordinator and a Career Coach. These folks help all of our students with determining career goals and identifying programs and courses that will help them achieve these goals. They facilitate linkages with parents, business/industry, post secondary institutions and community organizations to support students' transition to post secondary education and/or employment. They advise our students through individual appointments, classroom presentations, and other activities.

When surveyed, 93.9% of teachers and 77.8% of parents felt the district developed effective partnerships with parents/families that were intentional and meaningful.

### **Practice B**

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

### **District Response:**

Our AIG program makes a concentrated effort to operate with transparency and inform all

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stakeholders, especially parents of gifted students, of the local AIG Program and Plan. Our LEA actively shares information with parents and other stakeholders through parent meetings, brochures, AIG Websites and handbook. Stakeholders at each school include the principal, guidance counselor, regular education teacher, AIG Specialist and EL teacher as needed. Parents/guardians are also included in all decisions regarding their child's placement and services. The AIG Plan is available to view on the district website for all community members and stakeholders, and hard copies are available upon request.

The AIG Director attends all regional and State meetings and ensures that any changes in AIG Plans, services or delivery is communicated to all stakeholders and incorporated into our local plan. The Director routinely meets with the AIG Specialists to share plan and policy updates and make needed adjustments as needed to our program.

**Practice C**

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

**District Response:**

The AIG Advisory Council plays a vital role in the development, implementation and monitoring of the AIG Program. The AIG Director and Specialists send out surveys aligned with the NC AIG standards to AIG students, their parents, their classroom teachers and each school principal. AIG Specialists also complete a standards-aligned self-assessment to help drive the needed changes for the program. The AIG Director and Specialists review and analyze the response data to guide program planning and goal setting with changes made as personnel and finances permit.

AIG meetings are held with the director and AIG teachers/specialists. School counselors, parent reps, community members and testing coordinators are invited to attend as deemed important. The local School Board approves the AIG plan and is instrumental in supporting the implementation. This advisory group meets periodically throughout the year to assess and monitor the AIG plan for updates or needed revisions.

**Practice D**

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

**District Response:**

Parents and families are kept aware of opportunities for AIG students through flyers, Connect Ed announcements, social media, personal contacts, posters, and district/school level websites. Efforts are being made to translate all documents into an AIG student's native language. If a document is not translated, we work through an interpreter or Google Translate to assist families with understanding.

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**Practice E**

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

**District Response:**

An intentional effort is made to include parents and other community stakeholders in activities and programs involving AIG students. Our LEA partners with Wilkes Community College, Appalachian State University and community businesses to glean support for our AIG program.

Wilkes Community College Campus Annex is adjacent to our high school which affords the opportunities for high school students to take advantage of the dual enrollment program and early college. Our students are offered numerous opportunities through the GEAR UP and Upward Bound programs offered through Appalachian State University.

Our school system partners with Blue Ridge Electric, State Employees CU, Skyline Telephone, New River Soil Water Conservation District, American Emergency Vehicle, Ashe Memorial Hospital, Ashe County Chamber of Commerce and GE Aviation.

These partnerships enhance the AIG Program by providing AIG students with a broader range of authentic, rigorous and engaging learning experiences.

**Ideas to Strengthen the Standard:**

The AIG Director will continue to collaborate with the district Spanish Interpreter/Translator to develop translations of the AIG Plan and supplementary materials (e.g. forms, brochures, newsletters, etc.) In addition, as we are getting more students each year that speak a foreign language other than Spanish, we will need to explore ways to get our information translated in additional languages.

The AIG Director will work to expand our Advisory Council to include more of our community partners.

**Sources of Evidence:**

Agendas, minutes and/or other materials from relevant group meetings.

AIG surveys

AIG Headcount

AIG Specialists' lesson and unit plans

AIG student files

Documentation of community members involvement

AIG brochures

AIG newsletters

School and district websites

Social media websites

Press releases

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Student data (progress reports, reports cards)

Copy of AIG Plan

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**District Response:** Ashe County Schools' AIG Plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction (DPI), and encompasses the six North Carolina AIG Program Standards and accompanying practices. The AIG Plan is revised and resubmitted every three years per DPI requirements. The Ashe County Board of Education approves and fully supports the Plan for the Academically Gifted. This plan guides our efforts to serve and identify gifted students.

The AIG plan was written as a collaborative effort of many stakeholders. Throughout the 2018-2019 school year, the AIG Director and all AIG Specialists met for a total of 8 times. During many of these meetings other stakeholders such as guidance counselors, Student Service Director, Superintendent, regular education teachers and parents attended and provided input.

### **Practice B**

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

### **District Response:**

Our local AIG Plan adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards which were adopted by the State Board of Education in July 2009 and last revised in June 2018.

The AIG Director, in collaboration with district and school administration, will continue to monitor the plan to ensure the fidelity of implementation of program components. Surveys are distributed to each school to gather feedback from stakeholders (teachers, students and parents) for improvement of the AIG program.

### **Practice C**

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

### **District Response:**

By working in conjunction with individual School Improvement Plans and North Carolina State Board of Education guidelines, Ashe County allocates funds in the most beneficial manner for students. Ashe County Schools has four Academically and Gifted (AIG) teachers in grades K-8. State funds, allocated under Program Report Code (PRC) 034, are used to support two positions. State funds in Program Report Code (PRC) 001 supports one and a half positions, with the remainder of the fourth position paid from local funds. Local funds also support any instructional supplies and materials the teacher may need.

The AIG Director, in conjunction with the Finance Director, ensures that all funds are used correctly.

### **Practice D**

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

### **District Response:**

The AIG Specialists and Director analyze performance data for elementary and middle school identified gifted students on an annual basis. This analysis includes achievement on end-of-grade (EOG), Cognitive Abilities Test (CogAT), grades, as well as student growth data reported by the Education Value Added Assessment System (EVAAS). This data is disaggregated by school, grade, teacher and student. Based on this analysis, the AIG Specialists and Director are able to adjust individual student services, improve differentiation strategies with classroom teachers, and adapt district-wide AIG programming and planning. This data will be shared with the guidance counselors and respective teachers working with these students.

Counselors at the high school level will be responsible for analyzing student performance and drop-out data for high school AIG students. The analysis includes achievement data on end-of-course (EOC), and North Carolina Final Exams (NCFEs), as well as EVAAS data. A list of all AIG identified students is compiled and given to each teacher in the high school.

### **Practice E**

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

### **District Response:**

Procedures are in place that ensure systematic screening, identification and placement of under-represented populations. Data is analyzed from every subgroup during the screening process to ensure all students are considered for AIG placement. AIG Specialists collaborate with classroom

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teachers to continually monitor these populations for students who show potential for giftedness. All Specialists maintain a "Wait and Watch" list, and this list is revisited every school year. Classroom teachers may make referrals at any time during the school year, and the AIG Specialist would closely review student data to determine the need for gifted services.

**Practice F**

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

**District Response:**

The Human Resource Director maintains current data regarding licensure of AIG personnel. Our LEA utilizes the Human Resource Management System (HRMS) to manage the licensure and credentials of our AIG staff.

**Practice G**

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

**District Response:**

Feedback from stakeholders is critical to the successful monitoring and adjustment of the AIG program. Feedback will be gathered through Parent Surveys, Teacher Surveys and Student Surveys. Each of these surveys are aligned with the North Carolina AIG standards. Once survey results are received, the AIG Director and Specialists analyze the data, discuss its implications on practice, and share this information with appropriate stakeholders.

In addition, AIG Specialists use a variety of other modes to elicit feedback. During the yearly conferences, parents meet with the specialist to go over their DEP and complete the proper paperwork. Specialists meet with parents/families during open house, parent conferences and family engagement nights. The Specialists also maintain contact through their AIG Website, newsletters, progress reports and report cards.

**Practice H**

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

**District Response:**

Our LEA uses the following sources of data to review and revise the local AIG plan.

Surveys--(parent, teachers and students)

Student Performance--(e.g. formative assessment data, course grades, End-of-Grade, End-oCourse, and North Carolina Final Exam results, Educator Value-Added Assessment System reports)

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Formative/Summative Assessments

Differentiated Education Plans and Individualized Differentiated Education Plans

Professional Learning Community (PLC) Meetings

Discussions during stakeholders meeting--(e.g. school faculties, District Leadership Team, AIG Specialists, AIG Advisory Council)

Updates received during regional and state meetings

### **Practice I**

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

### **District Response:**

The local AIG plan is presented to the public through a presentation at a School Board Meeting. The AIG Plan is placed on the district website for access to all. Parent, teacher and students surveys results will be disseminated to the public via our district school website. Upon completion and approval of the 2019-2022 AIG plan, a link will be provided on our school district website for public viewing.

### **Practice J**

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

### **District Response:**

Ashe County Schools protects the rights of all AIG students through policies, procedures and practices. Ashe County Schools has a policy addressing the procedures to dissolve disagreements. This policy is included in the Parent Handbook given to all parents and can be found on the District Website.

Once the AIG committee decision is made, the parents/guardians are notified of the recommended student-to-service match. Documentation/signature of parent involvement is required for placement in any service delivery options. Parents may request additional assessment and/or psycho-educational evaluations. If additional assessments are desired, parental permission should be obtained. Once a student is referred for screening, he/she remains in the pool of potential candidates, even if placement may not be recommended by the AIG committee.

Students entering Ashe County Schools who have previously been identified as gifted must meet the following criteria as presented in the AIG Plan for formal placement and services:

Grades K-3 – Transfer students identified as gifted from another system or state must meet Ashe County Schools AIG identification criteria to receive services at Level D option. If criteria for level D services is met, students will qualify for an individualized DEP and programming and services will be



provided. If the student does not qualify, he/she will be reevaluated in grade 4 as outlined in the plan for all students. All students in grades K-3 will be encouraged through the talent development program.

Grades 4-8 – Students who enter the district already placed in AIG, from another district or out of state, maintain their AIG identification in Ashe County Schools. Student performance and assessment data will be used to determine appropriate services.

The policy for resolving disagreements is as follows:

Step 1: The first attempt to reach an agreement will be with the AIG Committee at each school. The parent/guardian may make a request in writing to the school principal for a conference with the AIG Committee to discuss concerns about identification and/or implementation of the child's Differentiated Education Plan (DEP). The Committee, including the school principal, reviews the student's record and nomination, identification and service options decision. The Committee may gather additional information about the student from teacher(s) and/or parents/guardians as needed. The AIG Committee grants the conference within 10 school days of receipt of the request and responds to the parent/guardian in writing within 5 school days after the conference.

Step 2: If the disagreement is not resolved with the AIG Committee, the parents may request an administrative review at the district level. The parent/guardian may appeal the decision of the AIG Committee in writing to the AIG Director within 10 days of receiving the written response from the AIG Committee at the school. The parent/guardian must explain in writing the concerns and specific points of disagreement with the committee. The AIG Director will convene a panel to review the disagreement within 5 school days of receipt of the appeal. The panel will include the Superintendent (or designee) and other members at the discretion of the Director. The AIG Director will respond in writing within 5 school days to the parent/guardian and principal concerning the outcome of the review.

Step 3: If agreement cannot be reached administratively, the parents/guardians may appeal to the Ashe County Schools Board of Education. The Board will offer a written decision to the parents within 30 school days.

Step 4: In the event that the local grievance procedure fails to resolve the disagreement, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing shall be limited to:

Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

**Ideas to Strengthen the Standard:**

Gather input from parents, administrators, teachers and students at the end of each school year to

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guide the the continuous improvement of AIG program services for students

Continue to find ways to meet the differentiated needs of the newly identified IG population with the regular classroom

Ensure that ALL teachers, including our AIG Specialist, are trained in the use of EVAAS and how to use the data to determine curriculum goals and meet the needs of each student

**Sources of Evidence:**

Agendas, minutes, and/or other materials from relevant group meetings

AIG yearly performance reviews

AIG Specialist schedules

AIG Specialists' lesson and unit plans, developed collaboratively with classroom teachers and appropriate support staff (e.g. EC and ESL teachers)

AIG Headcount

AIG Specialist licensure information

AIG student files, including completed, up-to-date DEPs/IDEPs with any written parent comments

Administrator observations of AIG Specialists

Documentation of parent communication (e.g. contact logs, emails)

Formative, benchmark, and summative assessment data (e.g. EOGs, EOCs, NCFEs, other end-of-year data, etc.)

Stakeholder communication (e.g. AIG brochures, newsletters, school websites, and press releases)

Student data (e.g. aptitude scores, exam proficiency and growth, course grades, progress reports, report cards, work samples)

Monthly AIG budget statements and transaction reports

Roster of AIG-identified student dropouts

Roster of AIG students enrolled in advanced coursework

Student surveys

Parent surveys

Teacher surveys

Policy to Resolve Disagreements

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

AIG Data Entry Form.doc (*Appendix - Standard 1*)  
AIG- Service Pathways (1).docx (*Appendix - Standard 1*)  
AIG\_Student\_Nomination.docx (*Appendix - Standard 1*)  
Fourth Grade Parent Letter.pdf (*Appendix - Standard 1*)  
K-3 Gifted Behavior Scale.docx (*Appendix - Standard 1*)  
NEW INDIVIDUAL\_STUDENT\_ELIGIBILITY\_FORM\_RV Final.doc (*Appendix - Standard 1*)  
Revised Gifted Behavior Scale.doc (*Appendix - Standard 1*)  
School Site Decision FINAL.doc (*Appendix - Standard 1*)  
4-6 DEP final.doc (*Appendix - Standard 2*)  
7-8 DEP final.doc (*Appendix - Standard 2*)  
9-12 DEP Final.doc (*Appendix - Standard 2*)  
K-3 DEP final.doc (*Appendix - Standard 2*)  
Instruction Objectives Form Final.doc (*Appendix - Standard 3*)  
K-3 Instructional Objectives.docx (*Appendix - Standard 3*)  
AIG Parent Brochure.pub (*Appendix - Standard 5*)  
Elementary report card AIG.docx (*Appendix - Standard 5*)  
PARENT CONTACT DOCUMENTATION[1].doc (*Appendix - Standard 5*)  
Parent Handbook.doc (*Appendix - Standard 5*)  
Procedure to Resolve Disagreements.doc (*Appendix - Standard 6*)  
Board Approval Letter.pdf (*Local Board Approval Document*)