Asheville City 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, Asheville City Schools local AIG plan is as follows:

Asheville City Schools Vision for local AIG program: Our vision: Asheville City Schools recognizes, challenges, and supports gifted learners as they strive to achieve their fullest potential.

Our mission:
We will recognize gifted learners by using comprehensive and clearly articulated screening and identification processes. We will challenge gifted learners by providing resources and support for staff to deliver an enriched and differentiated curriculum. We will support gifted learners in their academic, social, and emotional development by initiating and nurturing collaborative partnerships that involve the total school community. We will continuously improve our services by thoughtfully monitoring and assessing our program with input from all stakeholders.

Our goal: It is the intent of the Advisory Group of the Asheville City Schools’ Academically or Intellectually Gifted (AIG) program to utilize the plan that follows as a resource and planning instrument to guide decisions and future action to improve programming for gifted learners in our district. This plan was written based on an extensive study of our current situation.

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

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<tr>
<th>Source</th>
<th>State Funding</th>
<th>Local Funding</th>
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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: 1. Asheville City Schools (ACS) conducts universal screenings for all 2nd grade and 6th grade students using the CogAT (Cognitive Abilities Test). The CogAT contains specific scores for Verbal, Nonverbal and Quantitative which allow students to show strengths in a variety of areas. For the year 2019-2020, this will mean the CogAT is given to both 2nd and 3rd grade students.

2. ACS uses a referral form that may be used by teachers, parents, the AIG Services Committee, or students at any time during a school year. This form includes subject area strengths, observation of gifted behaviors, examples of advanced performance, and any available test data. AIG Specialists then review these forms, collect additional information, and present this information to the site-based AIG Services Committee to determine if there is enough data to complete the identification process or if additional data must be obtained.

3. Transfer students formally identified as gifted in other schools will be honored as gifted in ACS. All available data will be used to determine services.

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

District Response: ACS has processes to formally identify students as AIG throughout the K-12 grade span. In all spans, achievement scores dated within the past two years and any historical aptitude/IQ data will be considered. When qualifying students based on aptitude data, scores in each domain (i.e., verbal, nonverbal, and quantitative), as well as, all composites will be considered. When a combination of achievement and aptitude data are used for identification, they must be in corresponding areas. For example, this includes reading achievement with verbal aptitude, mathematics achievement with quantitative aptitude, and/or mathematics achievement with nonverbal aptitude. Test data from both school-based assessment and those available from other sources, such as the SAT, PSAT, ACT, will be considered.

K-2nd
K-2 students will be considered for qualification if they are referred and demonstrate achievement in reading and/or math at least 3 grade levels above their current grade level as demonstrated on mClass, North Carolina Early Numeracy Skill Indicators (NCENSI), or other achievement assessment. AIG specialists will work with classroom teachers toward the completion of the Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales) to inform decision
making. If students meet these qualifications and are recommended by the site-based AIG Services Committee and District AIG Team, then a full scale IQ test will be given by an ACS psychologist if this testing has not already been completed elsewhere. If the student tests in the superior range, s/he will be identified as IG (Intellectually Gifted).

3rd-8th
Students in grades 3-8 will be identified through the following pathways after screening or referral:

Pathway 1: Through Pathway One, students who demonstrate an aptitude at or above 96th percentile on the Cognitive Abilities Test (CogAT) or other nationally-normed aptitude/IQ test will be identified as Intellectually Gifted (IG).

Pathway 2: Through Pathway Two, students who demonstrate aptitude at or above 90th percentile or higher on the CogAT and demonstrate achievement at or above 90th percentile on a state or nationally normed achievement test in a corresponding area will be identified as Academically and Intellectually Gifted (AIG).

Pathway 3: Through Pathway Three, students who demonstrate achievement at or above 96th percentile on two state or nationally normed achievement tests in corresponding areas (verbal with reading; quantitative and/or nonverbal with math) will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

Pathway 4: Through Pathway Four, students who demonstrate achievement through multiple criteria, including a performance task, will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

The process for Pathway Four is as follows:
1. A student's referral may come from a teacher, a parent, the AIG Services Committee, or may come from self-nomination.
2. The site-based AIG Specialist collects data including achievement scores, aptitude scores, Renzulli Scales, and teacher observations.
3. The AIG Specialist presents the data to the site-based AIG Services Committee using the Multiple Criteria Rubric. Students who score 8 or more points on the 16 point rubric will be given a performance task. Students who score 7 or less points on the 16 point rubric will be placed on a progress monitoring list, which will be reviewed as new data is available. In the future, if a student who is on the progress monitoring list has 8 or more points on the 16 point rubric, s/he will be given a performance task.
4. An ACS AIG Specialist from another site will administer the performance task to the student at the student's school.
5. At least three members of the district AIG Specialist Team will score the assessment using the performance task rubric to determine if the student's work meets the criteria for identification. The student will be designated Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG).

9th-12th
When 9-12 students are referred, all available data will be utilized to determine if identification qualifications are met. If additional data is needed, then state or nationally normed aptitude and/or achievement tests will be administered.
Students in grades 9-12 will be identified through the following pathways after referral:

**Pathway 1:** Through Pathway One, students who demonstrate an aptitude at or above 96th percentile on the Cognitive Abilities Test (CogAT) or other nationally-normed aptitude/IQ test will be identified as Intellectually Gifted (IG).

**Pathway 2:** Through Pathway Two, students who demonstrate aptitude at or above 90th percentile or higher on the CogAT and demonstrate achievement at or above 90th percentile on a state or nationally normed achievement test in a corresponding area will be identified as Academically and Intellectually Gifted (AI).

**Pathway 3:** Through Pathway Three, students who demonstrate achievement at or above 96th percentile on two state or nationally normed achievement tests in corresponding areas (verbal with reading; quantitative and/or nonverbal with math) will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

**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:**
1. ACS completes two universal screenings for gifted identification. While previously conducted in 3rd grade and 6th grade, beginning with the 2019-2020 school year, the first screening will shift to the spring of the 2nd grade. This will require both 2nd and 3rd grade students to be screened during the 2019-2020 school year so that students are not missed. This screening is conducted using the Cognitive Abilities Test (CogAT). Scores from the verbal, nonverbal, and quantitative batteries, as well as, composite scores will be utilized so that students have the opportunity to qualify based on their strength area(s). The option of using different battery scores is especially important for our English Language Learners (ELL).
2. When a student is being reviewed by a school-based MTSS (Multi Tiered Student Services) team and/or other student support team and demonstrates advanced aptitude and/or exhibits traits of being twice-exceptional, the team will communicate this through a referral form with the AIG Specialist(s) at that school. The AIG Specialist will then begin the grade-span appropriate identification process.
3. The AIG Services Committee at each school will systematically review the top 10% of students in each subgroup during the universal screenings with the Cognitive Ability Test (CogAT) in grades two and six and when the End of Grade test data becomes available annually. While a subgroup is defined as an identified student group of at least 10 students within a total school population, such as by race, ethnicity, gender, and English Language Learner status, the Committee will review the top ten percent per grade level.

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

**District Response:**
1. The District AIG Team is comprised of all the ACS AIG Specialists and the district AIG Coordinator. This team meets monthly and one of its purposes is to discuss screening,
referral, and identification processes to ensure consistency within the district.
2. Each student who is referred for AIG qualifications has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP), test score documentation, parent permission to serve and parent permission to evaluate, and any documents needed to support the identification of the student (for example: referral forms, Renzulli scales, Pathway Four rubric). The District AIG Team will conduct an internal audit of folders annually to ensure compliance of screening, referral, and identification procedures.
3. An AIG Services Committee will be created at each school. This committee will include a site-based AIG Specialist, an administrator, a school counselor, and a teacher. This committee will oversee the screening, referral, and identification process for the school site.
4. An Identification Process Flowchart is utilized by AIG Specialists to ensure consistency.

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

**District Response:** 1. ACS AIG Specialists annually share the procedures for the screening and referral identification processes with all staff at each school. This is done in staff meetings, individual meetings, and/or PLC meetings. AIG refresher training is given for each school staff at the beginning of each school year to ensure everyone understands gifted characteristics and the process for identification. This training will include explicit information about gifted characteristics within underrepresented populations.
2. ACS AIG Specialists share information about the screening and referral identification process with parents/families at the beginning of each year and/or as needed. Well-promoted public information sessions will be provided at a variety of locations and times.
3. The District AIG Team posts the identification process on ACS District and school web pages.
4. Identification process information is translated into needed languages for the community. This includes all parent letters being translated into Spanish, and ELL teachers at each school being requested to attend parent meetings and presentations regarding AIG information, if necessary. The District Parent/Family Engagement Coordinator and the Student Services Department will work together to ensure that translations in other needed languages are available.

**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:** 1. Each student who is referred for AIG qualifications has a folder that includes pertinent AIG information, including but not limited to: Student Eligibility Record (SER), Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP), test score documentation, parent permission to serve and parent permission to test, and any documents needed to support the identification of the student (for example: referral forms, Renzulli scales, Pathway Four rubric).
2. Each school has an AIG Specialist-maintained spreadsheet(s) of current AIG students which
includes all pertinent data. These databases are housed in a shared AIG District Google folder.
3. All AIG folders follow the students as they move campuses. If a student leaves the district, the
student's folder will follow his/her graduating class.
4. All ACS AIG folders are kept for 3 years after a student's senior year at a central location in the
District. After that they will be disposed of according to the ACS Board Procedure 4700-P Student
Records

I ideas to Strengthen the Standard: 1. Added a referral Pathway 4: Multiple criteria rubric to assist in
identifying our underrepresented populations
2. Changed the percentile in Pathway 3: Achievement from 90% to 96%
3. Add a screening process of the top 10% of each subgroup not meeting Pathway 1 to be screened
through Pathways 2-4
4. Changed the universal screening of 3rd graders using the Cogat to 2nd graders.

Sources of Evidence: 1. 3rd-8th Student Eligibility Record
2. 3rd-8th Differentiated Education Plan
3. 3rd-8th Individual Differentiated Education Plan
4. 9th-12th Differentiated Education Plan
5. AIG Pathway Flow Chart
7. AIG Services Parent Permission to Serve Form
8. Qualifying for Pathway Four
9. Referral for AIG Services (K-12th)
10. Referral Multiple Criteria Rubric
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: K-2nd
All students will have access to whole class lessons delivered by AIG Specialists. Many students will be given advanced work in reading and math through flexible grouping. Some students may be served through cross grade subject acceleration. Few students will have the opportunity for grade skipping and/or direct instruction with an AIG specialist.

3rd-8th
All students will benefit from differentiation and flexible grouping in their classroom. All students will have access to nurturing and enrichment experiences which may include but are not limited to: Odyssey of the Mind, Science Olympiad, PBL, inquiry units, MATHCOUNTS, Math through STEAM, Speech and Debate, Robotics Club, and Battle of the Books. Many students will receive support from the AIG Specialist including but not limited to support for their classroom teachers, content support for students, and access to middle school field trips.

Some students, those identified with two or more 96th percentiles or higher in reading and/or math achievement OR an achievement score of 90th percentile or higher and an aptitude of 90th percentile or higher, will receive advanced and/or accelerated content in reading and/or math delivered by an AIG Specialist for a minimum of 45 minutes a week.

Few students, those identified at 96th percentile or higher in aptitude will receive cluster grouping and dedicated weekly time with AIG Specialist. Few students may receive access to online learning (NCVPS) in grades 6-8, grade and subject acceleration, and grade skipping. An Individualized Differentiated Education Plan (IDEP) will be written for these students in order to specify services that match the student needs.

9th-12th
All students will receive consultation with school counselors regarding dual enrollment with AB Tech/UNCA, consultation with AIG Specialist regarding Governor's School, access to Honors and AP courses and the opportunity for CDM, and/or placement testing to determine appropriate level coursework.

Many students will have the opportunity to meet with the AIG Specialist as needed.

Some students will enroll in courses at ABTech and/or UNCA.
Few students will develop flexible schedules, double up on AP courses, take courses out of traditional sequence, and will have access to online learning through NCVPS

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

**District Response:** 1. AIG student needs will be addressed in all ACS instructional programs and initiatives per the ACS AIG district plan through access to classroom teachers, support staff, and AIG specialists. 
2. The AIG department has representation at the district level when curriculum decisions are being made.

**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:** School level staff will analyze all available data to form intentional flexible groups for instruction. Students may be placed in clusters to facilitate their ability. Students may be intentionally cluster grouped in their classroom settings to facilitate instruction.

**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:** 1. AIG Specialists meet with teachers, administration and support staff at the beginning of the school year or as needed, to inform them of the delivery of services and instruction for AIG students, as well as the local AIG program and plan.
2. AIG Specialists meet with teachers during PLC’s to assist with differentiation practices for AIG students, as well as all students. AIG Specialists provide resources, best practices and strategies for all students.
3. AIG Specialists attend professional development targeted for gifted education in addition to other state and national conferences in order to be able to offer and share the most recent differentiation strategies and resources with students and teachers.

**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:** 1. The AIG district team meets in August and May/June to discuss student data and services as students are transitioning between grade spans.
2. AIG specialists share student data regarding plans and services with teachers and administration at the beginning of the school year, and as needed.
3. AIG specialists will maintain a district-wide database in order to access student information.
4. Transition meetings will occur between 5th and 6th grade and 8th and 9th grade where AIG Specialists will communicate with teachers and administration to coordinate a meeting with students regarding the services at the new grade levels.

**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:** 1. District professional development includes learning about the social and emotional needs of AIG students.
2. AIG Specialists provide support to students in the form of strategies and resources for supporting their social and emotional needs.
3. AIG Specialists work with administrators and counselors to provide emotional support to gifted learners as needed.
4. School staff members help gifted learners understand how to advocate for themselves by teaching students to self assess their needs and select appropriate strategies in a positive and productive manner. Strategies may include: Community Resiliency Model (CRM), Mindfulness and other whole school strategies.
5. School staff members provide parental support for social and emotional needs of gifted learners by sharing resources and information such as newsletters, gifted websites, gifted organizations, and parent conferences.
6. District AIG provides site-based lending libraries for parents and teachers with curriculum materials for education on meeting the social and emotional needs of gifted.

**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:** 1. Students who have mastered grade level content have an opportunity to complete a grade skipping process to the next grade level using the IOWA Acceleration Scale. This process would be facilitated by the AIG Services Committee at each school with input from classroom teachers, AIG Specialist, Administration, parents and school psychologist.
2. The ACS District CDM Team develops district-wide CDM processes and practices. ACS utilizes all three testing windows established by the state for the CDM testing schedule. School CDM Team manages the CDM process at the school level 6th-8th and 9th-12th. An AIG Specialist and counselors serve as the primary contacts for students/families as they go through the CDM process. The CDM Student Review Panel (School and District Level) leads the multi-phase assessment
process, reviews assessments and determines CDM eligibility, especially with the Phase II Artifact Assessment.

**Practice H**
Implementes intentional strategies to broaden access to advanced learning opportunities for underrepresented 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:**
1. Each school provides intentional nurturing at the K-2 level for all students.
2. Students will have opportunities for participation that include but are not limited to enrichment groups, inquiry projects, STEAM units, field trips.

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

**District Response:**
1. AIG Specialists and classroom teachers share district, county, and state-wide opportunities with teachers and families.
2. AIG Specialists and classroom teachers may facilitate opportunities such as Science Olympiad, Math Counts, Twelve, Lego Teams, book clubs, and Noetic Math.
3. AIG Specialists work with Duke TIP to identify students for this program.

**Ideas to Strengthen the Standard:**
1. Targeted district professional development to meet the social and emotional needs of gifted learners.
2. Continuing the nurturing of our K-2 program consistently across the district
3. Added more AIG Specialists hours at the high school level
4. All students have access to differentiated flexible grouping 3-8

**Sources of Evidence:**
1. 6th-8th Grade Presentation for transition visits
2. 8th-9th Grade Presentation for transition visits
3. 9th-12th Grade Differentiated Education Plan
4. Credit by Demonstrated Mastery Information sheet
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: 1. AIG Specialists support classroom teachers in adapting the NCSCOS to meet the needs of all students including gifted learners. Teachers who serve formally-identified gifted students may use--but are not limited to--the following methods for adapting the NCSCOS: Curriculum compacting--Teachers administer pre-assessments to determine which standards need to be taught and will devote the majority of their instructional time to the standards that students have not yet mastered. Accelerated pacing--Teachers deliver the NCSCOS at a faster rate than that of a typical classroom. Enrichment activities--Teachers select activities that relate to the NCSCOS but integrate creativity, collaboration, problem-solving, and critical thinking. Flexible subject grouping in all areas is recommended as best practice.
2. AIG Specialists provide support to classroom teachers by providing resources, modeling instructional strategies, and participating in collaborative planning.
3. Classroom teachers differentiate instruction to meet the needs of advanced and gifted learners.
4. Gifted students are given opportunities to work with other gifted students both by being clustered in the regular classroom and by enrichment, extension, and acceleration opportunities through direct instruction with the AIG Specialist for pull-out reading and math groups.
5. Content and pace are differentiated for high ability learners including but not limited to: cross-grade subject instruction, flexible grouping for acceleration based on assessments, High school math courses offered at the middle school level, online learning, Honors/AP classes at the high school level, dual enrollment courses at AB Tech and UNCA for high school students, Credit by Demonstrated Mastery (CDM) and 1:1 laptop initiative in middle and high schools.
6. The AIG Elementary Specialists may deliver whole-class enrichment lessons that relate to the NCSCOS but are deeper and/or more complex than typical classroom instruction.
7. Students who have mastered grade level content have an opportunity to complete a grade skipping process to the next grade level using the IOWA Acceleration Scale. This process would be facilitated by the AIG Services Committee at each school with input from classroom teacher, AIG Specialist, Administration, parents and school psychologist.

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: 1. Differentiation builds upon and extends beyond the NCSCOS through the integration of a variety of instructional practices K-12 including: Socratic Seminars, Paideia Coached
Projects, integrated technology for enhanced instruction through problem solving and critical thinking, enriched and individualized vocabulary studies, problem-based learning units, inquiry-based instruction, pacing, acceleration, higher-order questioning, utilizing research-based curriculum resources for high ability learners, accelerated learning through honors level courses, dual enrollment, AP courses, online learning, content pacing guides, tiered assignments, and choice menus.

2. AIG Specialists work with classroom teachers to share strategies, model instruction, and provide resources.
3. Classroom teachers will regularly administer and utilize pre-assessment data to inform flexible instructional groups based on skills, interests, and/or learning modalities.

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

**District Response:** Teachers and AIG Specialists utilize a library of resources that includes but is not limited to: M3 math, Junior Great Books, Hands on Equations, Project Based Learning experiences from Sheila Gallagher, William and Mary literacy materials, Interact Simulations, NCDPI resources, Singapore Math, Math Investigations, Michael Clay Thompson language and vocabulary resources, Challenge Math, Noetic Math, and Words Their Way.

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

**District Response:** 1. ACS students have access to: Digital Learning Teams, Online Learning application process, Makerspaces, and 1-to-1 laptop initiative at all grade spans.
2. Classroom teachers and AIG specialists use strategies and resources to promote higher level thinking included but not limited to: Project-based learning, critical and creative thinking, Socratic Seminars, simulations, William & Mary Center for Gifted Education Curriculum, collaboration and problem-solving strategies.

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

**District Response:** 1. ACS utilizes several assessment tools to inform differentiation planning for all students including gifted learners across each of the grade spans. (eg: K-2 assessment materials, EOG/EOC, NC Check Ins, CogAT, Iowa Assessment, and classroom common formative and summative assessments).
2. Assessments are used for the following site-based decisions: flexible grouping of students to facilitate advanced pacing for math and reading; adapting resources to support the needs of
advanced learners; continually screening student data for advanced reading and math identification.

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

**District Response:** 1. ACS professional development will include learning about the social and emotional needs of AIG students.
2. AIG Specialists work with administrators, counselors, and classroom teachers to provide emotional support to gifted learners as needed.
3. AIG Specialists support gifted learners in understanding how to advocate for themselves by teaching students to self assess their needs and select appropriate strategies in a positive and productive manner. Strategies may include: Community Resiliency Model (CRM), Mindfulness and other whole school strategies.
4. District AIG Team provides resources to parents, teachers, and students for social and emotional needs of gifted learners in a variety of ways including digital resources, lending libraries, and personal consultation.

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

**District Response:** 1. ACS provides an on-site AIG Specialist at each elementary school that provides intentional instruction to nurture potential in K-3 students.
2. District AIG Team provides professional development that specifically addresses strategies to be used in nurturing the potential of young learners.
3. AIG Specialists collaborate with K-3 teachers, media specialists, and digital lead teachers to support the needs of high achieving K-3 students.
4. AIG Specialists have resources that can be utilized by parents in nurturing K-3 potential.

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

**District Response:** 1. AIG Specialists work at the school level with instructional and support staff (eg: Professional Learning Communities (PLC), School Improvement Teams, Multi-Tiered System of Support teams, Digital Learning Teams, Inquiry Teams, Equity Teams, attendance at student/parent conferences, collaborative planning) to assist in differentiating curriculum for all students.
2. AIG Specialists work with classroom teachers by planning, modeling and/or co-teaching lessons.
Practice 1
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: ACS utilizes both universal screening and referrals to identify students for AIG services. At the 2nd and 6th grade levels, the CogAT and the BOG/EOG data are reviewed for all learners as a part of universal screening. As EOG data becomes available, it is reviewed in order to determine additional need for services. AIG Specialists also have access to the Iowa Assessment which can be utilized if additional achievement data is needed. Achievement data is considered for two years. Aptitude data has no time limit. Students may be referred at any time by teachers, parents, or themselves. Regardless of pathway or grade level, once the data is collected, the information is taken to the site-based AIG Services Committee for review to determine if the student demonstrates a need for services. In the case of students who are being considered through Pathway Four, this review happens at the District AIG Team meeting instead. As outlined in Standard One Practice B, services are matched to demonstrated needs. Once the Service Committee meets and signs the SER/DEP/IDEP, a copy is placed in the student's AIG folder and another is mailed home to families. In subsequent years within the grade span, parents are mailed a cover letter with a copy of the grade span SER/DEP/IDEP. Students who have data changes that dictate a change in services, will receive a new SER/DEP/IDEP. When universal screening occurs during 2nd and 6th grade, parent informational meetings are held to explain identification and service determination procedures.

Ideas to Strengthen the Standard: 1. Continuing to review content and resources available to AIG Specialist and classroom teachers
2. Providing adequate time for collaboration between AIG Specialist and classroom teachers
3. Adding more access to online programs to help support gifted learners

Sources of Evidence: 1. 3rd-8th Student Eligibility Record
2. 3rd-8th Differentiated Education Plan
3. 3rd-8th Individual Differentiated Education Plan
4. 9th-12th Differentiated Education Plan
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: ACS provides an AIG Coordinator. The AIG Coordinator is required to have AIG licensure per the NC AIG Program Standard 4a. In addition to the AIG Coordinator, the LEA will name two AIG certified Lead Specialists, one Elementary-level and one Secondary-level lead, to represent the AIG Department in LEA-wide discussions involving AIG. The leads will represent the needs of AIG students in matters including, but not limited to, programming, resource allocation, and professional development.

AIG Coordinator Responsibilities:
1. Oversees documentation for identification and student education plans in collaboration with the AIG Lead Specialists.
2. Oversees management of funds for and coordinates implementation of gifted education professional development for district staff and AIG Specialists in collaboration with the AIG Lead Specialists:
3. Coordinates stakeholder input, collaboration, and communication through the AIG Advisory Group, school-based information events, and website updates. This will be in collaboration with the AIG Lead Specialists.
4. Collaborates with district leadership as an advocate for gifted learners and the implementation of the AIG plan. The AIG Lead Specialists will be encouraged to be a part of these discussions.
5. Participates in regional and state meetings and professional development along with the AIG-Lead Specialists.
6. Facilitates monthly AIG Department meetings to develop full-program capacity.
7. Facilitates the Procedure to Resolve Disagreements.

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

District Response: 1. The District AIG Team employs 8 full-time personnel. Staffing allocations will include staff for elementary, middle, and high schools.
2. AIG Specialists provide direct services to gifted students at each school site.
3. AIG Specialists address the academic and social/emotional needs of students through tasks including but not limited to teaching, nurturing, identifying and developing student plans, providing professional development, and collaborating with staff.
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: Administrators: Coordinate with AIG Specialists (in collaboration with School Counselors and teachers) to develop class rosters that facilitate effective delivery of gifted services; refer questions from families and stakeholders about AIG service delivery models to the AIG Specialist; participate in the screening, referral, and identification processes as they are explained in the District Plan; and communicate the school-level implementation of the ACS AIG District Plan.

School Counselors: Collaborate with AIG Specialists to develop class rosters that facilitate effective delivery of gifted services; refer questions from families and stakeholders about AIG service delivery models to the AIG Specialist; participate in the screening, referral, and identification processes as they are explained in the District Plan - Standard 1; invite AIG Specialists to the Section 504 referral/review/re-evaluation meetings of AIG students; and participate in ongoing professional development regarding the unique social-emotional needs of AIG students.

Other certified instructional support staff: Refer questions from families and stakeholders about AIG service delivery models to the AIG Specialist; integrate research-based best practices for gifted learners into classroom instruction; and invite AIG Specialists to meetings to determine tiered services for AIG students.

Exceptional children’s teachers: Advocate for twice-exceptional learners who might benefit from gifted services as outlined in the District Plan; differentiate instruction to meet the needs of twice-exceptional learners; and invite AIG Specialists to the IEP referral/review/re-evaluation meetings of AIG students.

Classroom teachers: Differentiate instruction to meet the needs of students who have been cluster grouped, refer questions from families and stakeholders about AIG service delivery models to the AIG Specialist; advocate for and implement appropriate practice for AIG students; participate in the screening, referral, and identification processes as they are explained in the District Plan. Responsibilities include those noted in Standards 1 and 2.

AIG Specialists: Summarize key aspects of the District Plan for parents and stakeholders; disseminate information regarding cluster groups and AIG service delivery models; advocate for appropriate, research-based practices for AIG students; explain and facilitate screening, referral, and identification processes as outlined in the District Plan; and participate in instructional Professional Development on the current core curricula being taught in ACS.

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: 1. Building level administrators, in collaboration with AIG Specialists, place AIG students in classes to ensure service delivery, including cluster grouping. Cluster group students are matched with teachers who are AIG certified, working on certification, or have a proven track record of success with meeting the academic and social and emotional needs of highly gifted learners.
2. The District AIG Team will make other ACS employees aware of the opportunity to take the Gifted Praxis. The District AIG Team also will develop and implement a series of professional development opportunities geared toward building a knowledge base about meeting the academic and social and emotional needs of gifted learners in order to help teachers to prepare for the Praxis. Participants who complete the professional development will earn CEUs, while the AIG Specialists who plan and implement the professional development will earn stipends.

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

District Response: 1. District AIG Specialists will deliver school-based staff development each year on gifted best practices, including the characteristics of gifted learners from underrepresented populations.
2. District AIG Specialists will be offered opportunities to attend regional, state, and national conferences, workshops, and other professional development trainings that refine and expand their expertise in the instruction of gifted students.
3. District AIG Specialists will visit other LEAs that provide gifted services that are noted as exemplars within the field.

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

District Response: 1. The District AIG Team will develop and implement a series of professional development opportunities geared toward building a knowledge base about meeting the academic and social and emotional needs of gifted learners.
2. All AIG Specialists at the elementary and middle school levels work closely and consistently with teachers through the weekly PLC model and other collaborative meetings. Through the examination of data and planning for instruction, AIG Specialists on site have opportunities to co-plan for instruction, advise on ways to meet the academic and affective needs of gifted learners in the regular classroom setting and share established and research-based instructional resources with teachers.
3. An AIG Specialist is represented on district-wide K-12 teams for vertical planning of coursework.

Ideas to Strengthen the Standard: 1. Continuing to encourage classroom teachers to participate in professional development for gifted education
2. Ensuring collaboration among K-12 vertical alignment

**Sources of Evidence:** 1. Standards Overview and Reflection Questions for Central Office Meeting
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: 1. ACS partners with local and state organizations to support families, such as ACS Foundation, Mission Hospital, Appalachian State, UNCA, AB Tech, North Carolina School of Science and Math, and North Carolina School of the Arts, to offer opportunities for students. These opportunities may include, student exchange programs with the Asheville Rotary Club, internships, Duke TIP, Summer Ventures, and North Carolina Governor’s School.
2. AIG Specialists seek grant opportunities to partner with community members to bring unique learning opportunities for students.
3. AIG students have additional opportunities for enrichment through after-school programs and clubs.
4. AIG Specialists and school counselors will provide support and resources for the social/emotional needs of students.

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: 1. AIG Specialists hold school-based parent meetings, and/or attend school-based curriculum nights.
2. AIG Coordinator creates a link to the ACS AIG Plan located on the district website, and AIG Specialists will include it on school AIG websites.
3. The AIG Coordinator maintains AIG website with current and relevant information for program transparency.
4. AIG Specialists share newsletters with stakeholders, parents and administration.
5. Members of the District AIG Team will present information and updates to the Board of Education.
6. Glossary is included in AIG plan appendix so all readers can have a common understanding of vocabulary.

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:**
1. District AIG Team works with the Advisory Group to develop and monitor AIG plan implementation and to promote continuous improvement.
2. District AIG Team monitors the makeup of the Advisory Group to continue a balanced representation of all stakeholder groups (K-12), including counselors, school board members, district administration, classroom teachers, and parents.
3. AIG Advisory Group will consist of members that mirror the diverse population of ACS.
4. The ACS AIG Advisory Group collects and reviews data regularly to identify areas for program improvement in an effort to ensure consistency and fidelity of program vision and to ensure that service delivery is equitable and consistent across schools.
5. During the plan revision year, the AIG Advisory Group meets a minimum of four times. In a non-revision year the Advisory Group meets at a minimum twice a year to update all stakeholders regarding plan implementation.

**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:**
1. AIG Specialists utilize all available tools to keep families informed of opportunities that would benefit high ability learners.
2. Digital copies of district AIG forms are available in Spanish.
3. AIG Specialists collaborate with ELL personnel as needed for translation with our ELL parents and population. The District Parent/Family Engagement Coordinator and the Student Services Department will work together to ensure that translations in other needed languages are available.

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

**District Response:**
1. ACS employees seek grant opportunities that partner with community members to bring a variety of enrichment opportunities into the classroom.
2. AIG Specialists serve as site coordinators for Duke TIP 4th-6th and 7th Grade Talent Search.
3. ACS partners with UNCA and AB Tech to offer high school students dual enrollment courses for college credit.
4. AIG high school specialist coordinates the North Carolina Governor's School, Summer Ventures, Rotary Club foreign exchange, and the North Carolina School of Science and Mathematics enrollment process.

**Ideas to Strengthen the Standard:**
1. Seeking grant opportunities within the community
2. Access to AIG website and continued updated information on the website
3. Increasing communication with staff, parents, stakeholders and the public for transparency

**Sources of Evidence:**
1. Asheville City Schools AIG Glossary
2. Asheville City Schools Advisory Group
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: 1. ACS AIG Advisory Group develops the local AIG plan. The group represents AIG staff, school administrators, district administrators, certified support staff, regular classroom teachers, college and university partner representatives, parents, students, and board of education representatives.
2. The District AIG Team solicits feedback from AIG parents, staff, and students that assists in the development of the ACS AIG Plan.
3. The District AIG Team completes the program self-assessment from DPI and uses the data/information in the self-assessment to guide plan revisions with input from the Advisory Group.
4. By June 2019, the ACS AIG Program will have approval for the AIG Plan from the Local Board of Education and submit the plan to the State Board of Education/Department of Public Instruction for comments and considerations.
5. The AIG Coordinator/Lead and/or AIG District Team designees attend regional area meetings and online office hours with the DPI staff to help support plan development and improvement.

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

District Response: 1. ACS AIG Plan implementation is monitored by the AIG Coordinator, the District AIG Team, and the Advisory Group.
2. The District AIG Team writes goals to monitor program improvement that are aligned with the ACS District Strategic Plan.
3. The District AIG Team reflects on professional practices and district needs in order to provide mentoring support at the school level and professional development at the district level.
4. The ACS School Board Attorney will ensure that the AIG Plan is in compliance with all North Carolina legislature.
5. The ACS AIG Advisory Group collects and reviews data regularly to identify areas for program improvement in an effort to ensure consistency and fidelity of program vision and to ensure that service delivery is equitable and consistent across schools.
6. The AIG Coordinator completes Interim Reports to NCDPI to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district level staff, and other key stakeholders.
7. During the plan revision year, the AIG Advisory Group meets a minimum of four times. In a non-revision year the Advisory Group meets at a minimum twice a year to update all stakeholders regarding plan implementation.

8. The District AIG Team requests to meet once per year with the ACS Board of Education to engage in dialogue regarding services provided to gifted learners. Dialogue includes data sharing and plan implementation updates.

9. The District AIG Specialists meet monthly. Agendas may include but are not limited to: plan implementation, data review, resources, student DEP/IDEP Plan Review, school-based needs, advisory group planning, AIG regional meeting updates, AIG team book studies, implementation of research-based best practices, lesson planning, identification/assessment data, and/or AIG presentations/professional development.

10. The AIG Specialists in elementary, middle and high schools meet as needed to collaborate and to support district-wide AIG student needs.

11. The AIG Coordinator participates as a member of the district level Curriculum and Instruction department.

**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:**
1. AIG Coordinator works with ACS Chief Financial Officer to align the plan with budgeted resources.
2. Budgetary items are allocated based on need and value added for gifted populations.

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

**District Response:**
1. AIG Coordinator and District AIG Team gathers, analyzes, and shares AIG student growth and achievement data with the AIG Advisory Group and the ACS Board of Education. Data from the previous school year will be shared with stakeholders each Fall.
2. ACS Testing and Accountability Department will disseminate EOG/EOC data using specific AIG student qualification areas, matching their reading and math EOG/EOC data to share this with all stakeholders.
3. The District AIG Team disaggregates data based on AIG services to monitor the academic growth of AIG students.
4. AIG Specialists, student support personnel, and system data managers monitor AIG dropout data.
5. AIG Specialists attend PLC meetings to help with interpretation of student and AIG data to inform decisions about student's progress, needs, and academic instruction.

**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:**
1. The District AIG team standardizes spreadsheets used to monitor AIG student data, including demographics.
2. The District AIG team works with designated district-level personnel to monitor underrepresented populations’ identification, retention, and academic growth for the purpose of increasing accessibility to all students.
3. AIG Specialists monitor the overall AIG program population by maintaining accurate databases and cross-checking the information with data managers at each school.
4. The District AIG Team monitors student participation in the K-2 Nurture Program to collect observational and/or performance data that might be utilized in the referral process.
5. The AIG Coordinator works with ACS Student Services to determine the number of AIG students dropping out at the 9th-12th grade level.
6. AIG Specialists work with AIG Service Committees, PLCs, and the Advisory Group to monitor and review the participation of underrepresented populations in the AIG program.

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

**District Response:**
1. The AIG Coordinator works with ACS Student Services to maintain a current list of AIG licensed personnel.
2. The AIG Coordinator works with the Human Resources Director to ensure that administrators and appropriate school personnel have access to the credentials of personnel working with AIG students.

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

**District Response:**
1. The AIG team administers surveys to parents, teachers, and students at least once per plan cycle to gather feedback.
2. AIG Specialists hold parent information nights and are in attendance at school wide events.
3. AIG Advisory Group serves as a forum to elicit stakeholder feedback.

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

**District Response:**
1. The District AIG Team utilizes survey data from students, parents, teachers, and stakeholders to inform decisions.
2. The District AIG Team utilizes feedback from the Advisory Group to review and revise the Local AIG program and plan.

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

**District Response:**
1. NCDPI Plan Review information is shared with the Advisory Group, district leadership, and principals.
2. Plan review information is accessible via the AIG website.

**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:**
1. Parents sign consent forms for all AIG students to receive AIG services, as well as permission to test for further data collection.
2. Stakeholders have access to the AIG plan where identification and services are outlined on the ACS District AIG Website, as well as posted on each individual school's AIG websites.
3. A Board Of Education-approved "Procedures to Resolve Disagreement" form is included in initial identification paperwork.

**PROCEDURE TO RESOLVE DISAGREEMENT**
Asheville City Schools believes that families, teachers, and students function best when they work as a team to support growth for children. Asheville City Schools makes every effort to serve the needs of our gifted students. We encourage regular contact between the home and the school. The Coordinator of the Academically or Intellectually Gifted (AIG) Program is available to discuss the AIG program with parents and/or guardians. The AIG Specialists will communicate regularly with parents and/or guardians through annual meetings, newsletters, and mailings.

**Informal Process**
If a parent/guardian has questions, they are encouraged to contact the classroom teacher, the AIG Specialist, and/or the school principal to discuss questions or concerns. If no resolution is possible, the AIG Coordinator will review the disagreement. It is hoped that this informal process will resolve questions and concerns. In the event that a parent/guardian has a concern which is not resolved through this informal process, the formal process may be used only:

1. When a parent or guardian is contesting the fact that their child was not identified as an academically or intellectually gifted student; or
2. When a parent or guardian has a concern as to the appropriateness of services offered to the academically or intellectually gifted student.

Mediation with an impartial facilitator is an option at any step in the informal process.

**Formal Process**
Step I
1. A parent/guardian may make a written request to the school principal for a conference with the school level AIG Services Committee. Written request must specify either reason 1 or 2 above.
2. The AIG Services Committee will review the student's record and collect additional information, if necessary.
3. The AIG Services Committee will schedule the conference within five (5) school days of receipt of the written request.
4. A written decision will be issued to the parent/guardian within five (5) school days of the conference.
5. If the parent/guardian concern is not resolved, appeal to Step II may follow.

Step II
1. A parent/guardian may appeal the decision of the AIG Services Committee in writing to the Coordinator of the AIG Program. The appeal must be made in writing within five (5) school days of receipt of the school level committee's decision. The written appeal must contain concerns and specific points of disagreement with the AIG Services Committee decision.
2. The AIG Coordinator will convene a panel which will include the District AIG Services Committee and the Superintendent or designee to review the student's record and gather additional information if necessary.
3. The AIG Coordinator will schedule a conference with the committee and the parent or guardian within ten (10) school days of receipt of the written request. A written decision will be issued to the parent/guardian within ten (10) school days of the review. If the parent/guardian concern is not resolved at the district level, the parent/guardian may appeal to the state level as described in Step III.

Step III
In the event that the procedure described above fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the procedure to resolve disagreements set out above has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Regardless of the outcome of the appeal, in no case shall Asheville City Schools be responsible for parent/guardian legal fees.

Ideas to Strengthen the Standard:
1. Continuing the use of AIG Advisory Group for feedback and accountability
2. Continuing the need for diversity representation on the AIG Advisory Group
3. Continue to monitor data for AIG qualification and retention
4. Continue to use feedback to direct our AIG programming

Sources of Evidence:
1. Asheville City School’s AIG Advisory Small Group Discussion Notes 9-17-18
2. AIG Services Parent Permission to Serve Form
3. Asheville City School's AIG District Meeting 1-11-19
4. Procedure to Resolve Disagreement
**Glossary (optional):**
Please see Standard 5-“ACS AIG Glossary 2019-2022 for the complete glossary

**Appendix (optional):**
2019-2022 DEP.pdf (Appendix - Standard 1)
2019-2022 IDEP.pdf (Appendix - Standard 1)
2019-2022 SER.pdf (Appendix - Standard 1)
9th-12th DEP 2019-2022.pdf (Appendix - Standard 1)
AIG Services Parent Permission to Serve Form 2019-2022.pdf (Appendix - Standard 1)
Parent Permission to Evaluate Form 2019-2022.pdf (Appendix - Standard 1)
Qualifying for Pathway Four 2019-2022.pdf (Appendix - Standard 1)
Referral Multiple Criteria Rubric 2019-2022.pdf (Appendix - Standard 1)
Referral for AIG Services (K-12) 2019-2022.pdf (Appendix - Standard 1)
6-8 AIG presentation 2019 transition visits.pdf (Appendix - Standard 2)
8th-9th Transition meeting AIG Specialist AHS_SILSA.pdf (Appendix - Standard 2)
9th-12th DEP 2019-2022.pdf (Appendix - Standard 2)
Credit by Demonstrated Mastery Info for Schools 2019-2022.pdf (Appendix - Standard 2)
2019-2022 Student Eligibility Record (SER).pdf (Appendix - Standard 3)
Standards Overview and Reflection Questions for Central Office Meeting Attendees.pdf (Appendix - Standard 4)
AIG Advisory Group 10_22_2018.pdf (Appendix - Standard 5)
AIG Services Parent Permission to Serve Form 2019-2022 (1).pdf (Appendix - Standard 6)
Advisory Group Small Group Discussion Notes 9_17_18.pdf (Appendix - Standard 6)
District AIG Meeting - January 11, 2019.pdf (Appendix - Standard 6)