

Overview: Mission/Vision Statement and Funding

Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

Avery County Schools believes all students should have opportunity to explore their individual interests and be intellectually challenged to ensure future success. Gifted learners present a wide-ranging set of attributes, gifts, and skills requiring intentional nurturing and fostered development. The vision of the Academically and Intellectually Gifted Program for Avery County Schools is to provide an enriched educational environment, bolstered by strong family and

community partnerships allowing for gifted students to explore individual interests, achieve at high academic levels, and develop stronger leadership capacity that will support them throughout their lives.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 101,680.69	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Avery County Schools Academically/Intellectually Gifted Program is integrated within the general education program. Within the MTSS (Multi-Tiered System of Support) framework, Avery County Schools is identifying AIG students. MTSS teams meet at least three times per year to examine the progress of all students.

Data sources reviewed include prior scores above 95% on EOC/EOG, Amplify reading assessments in K-3, iReady math diagnostics in 2-8, and iReady reading diagnostics in grades 3-8. iReady assessments provide national percentiles, and they are computer adaptive which allows for off-grade level assessment. High school teams review standardized EOG/EOC results, as well as reports from PreACT, ACT, and PSAT testing sessions. The overall goal of the MTSS team at each school is to assess the progress of students and make plans to further support existing needs. AIG student progress, as well as potential AIG students, are able to be screened during this process as the MTSS team analyzes student performance.

As a formal screening process, all 2nd grade students complete a group administered aptitude test (CogAT Assessment). The Director of Academically/Intellectually Gifted shares results with local MTSS teams for students scoring in the 90th percentile or above in either verbal or non-verbal portions of the assessment.

Additionally, grade level teams/individual teachers may refer students to MTSS teams for potential placement using a case study approach. Teacher referrals include quantitative data (MClass, iReady, EOGs noting above 90th percentile,

etc.), anecdotal qualitative data describing student giftedness, as well as gifted behavior rating scales of students exhibiting gifted characteristics for the MTSS team to further analyze for identification. Upon review of all data, the team determines eligibility and proceeds to meet with parents regarding potential identification.

*** 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.

Systematic procedures to screen and identify students utilizing multiple criteria are in place. In grades K-2, students are identified through a case management approach utilizing the MTSS process. The MTSS team takes into account the rapid developmental changes through the creation of nurturing plans or formal identification of the student when there is an extreme need for differentiation. Multiple data sources used in the case study approach include MClass/iReady early literacy and math results denoting performance above the 95th percentile, gifted behavior rating scales, and anecdotal qualitative data from the classroom teacher describing student giftedness. All data sources are considered in the evaluation process as the school based team develops a plan for either continued nurturing or formal identification as Academically and Intellectually Gifted.

For students in grades 3-12, the Director of Academically/Intellectually Gifted annually reviews each child's performance on EOG/EOC tests. Non-identified gifted students scoring in the top five percent according to state norms are entered into a screening pool for MTSS teams with rosters sent to school principals. Teachers complete a rating scale related to learning characteristics and motivation for non-identified students exhibiting characteristics of giftedness. Teachers are also encouraged to share anecdotes describing behavioral characteristics well beyond grade-level expectations. All 2nd grade students complete a group administered aptitude assessment (CogAT) as part of the general screening for the district. The Director of Academically/Intellectually Gifted shares results with local MTSS teams for students scoring in the 90th percentile or above in either verbal or non-verbal portions of the assessment.

In all grades K-12, the MTSS team uses data to complete a student educational profile and proceed with a case-study approach to selecting gifted students whose academic needs exceed those of the general education program. No one identification criterion prevents a student from being identified to receive services as all data is considered.

Alternative objective and subjective tools are used in elementary, middle, and high school which include grades, writing samples, gifted behavior scale checklists, and/or portfolios. The collection of data to support nominations is the responsibility of the referring individual/team.

Identification areas are selected by the school-based identification team to align with student data. Students meeting performance criteria (95% or above on EOG assessment in reading or math) on standardized academic testing along with grades are identified as Academically Gifted Math (AM) or Academically Gifted Reading (AR) in the area of their strength. Students exhibiting strengths in both reading and math are identified as Academically Gifted (AG). Students meeting criteria on CogAT or other aptitude assessments (90th percentile or above in either verbal, non-verbal, or qualitative portions of the assessment) but not standardized academic tests are identified as Intellectually Gifted (IG). All identified students, regardless of specific identification, have a Differentiated Education Plan (DEP) developed to match opportunities to student needs and interests.



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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.

With the implementation of the MTSS framework, student data by grade and by subgroup is being examined much more intentionally for progress at all grade levels. All 2nd grade students are administered a group administered aptitude test to begin the general screening process. The Director of Academically/Intellectually Gifted shares results with local MTSS teams for students scoring in the 90% or above in either verbal or non-verbal. The Director of Federal Programs, who supervises the English Learners Program and the Exceptional Children's Program, also reviews the data to assist with identification. In addition to these results, each MTSS team reviews EOG scores of all students scoring at or above 90th percentile. Results from other standardized assessments, including WIDA ACCESS for ELLs, along with student classroom performance are also evaluated, as well as students exhibiting gifted behaviors who do not have standardized measures in place. The team then evaluates all of the factors to then proceed to placement.

*** Practice D**

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

Avery County Schools is consistent in screening, referral, and identification processes. School MTSS teams meet at least three times per year to review and analyze student data. All second graders are screened with the CogAT Assessment. Teacher recommendations are also processed utilizing the gifted behavior scale. Students not in 2nd grade may be recommended for screening through a teacher recommendation process where all current data and student academic/learning behaviors are evaluated for potential AIG eligibility through the MTSS process.

Processes and procedures are shared in a variety of formats and forums. New teachers attend an orientation program where the Director of Academically/Intellectually Gifted explains the AIG program and processes. Principals are informed of processes during administrative meetings, with the processes and procedures being housed in the Canvas LMS. MTSS teams are trained and meet at least three times per year.

*** Practice E**

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

Screening, referral, and identification for the AIG program for Avery County Schools is integrated within the MTSS process. Communication with the student/parent takes place as each student/parent is enrolled in an online course within the district's Learning Management System, Canvas. Updates/reminders about the program are sent out via email to be further reviewed within Canvas. Information regarding the AIG program, including identification, screening, referral process, and services are located on the district's website. Individual schools host parent nights/events that highlight the activities of AIG students and explain the screening, referral, and identification process.

*** 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.

Screening, referral, and identification for the AIG program for Avery County Schools is integrated within the MTSS process. All MTSS teams undergo training in the analysis of data for consistency. Information regarding AIG is shared at principal meetings by the Director of Academically/Intellectually Gifted. Decisions of the AIG/MTSS identification team are documented. Upon the initiation of an AIG referral, a folder at Central Services is started. Results from the team decision, regarding placement or non-placement, and subsequent service plans on the Differentiated Education

Plan (DEP) are also placed in the file and shared with parents. The document is reviewed and updated with parents upon school transition from elementary-middle and middle-high school. In addition to the prescribed updates, the plan can be re-evaluated and revised at any time by re-convening the grade level academic team, the parent, and school administration.

Additional communication with the student/parent takes place as each student/parent is enrolled in an online course. Updates/reminders about the program are sent out via email to be further reviewed within the Canvas system.

*** Ideas for Strengthening the Standard**

The district continues to formalize and standardize the communication of processes used in the district. We are in the process of sending additional staff through training to receive AIG licensure. The ultimate goal is to have one AIG licensed staff in each school to serve on school level MTSS teams. This standardization and increased training on MTSS teams will assist in the sharing of information across multiple platforms, and mediums consistently.

Planned Sources of Evidence

- * Referral forms
- * MTSS and admin meeting minutes
- * Training Rosters

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

A comprehensive service delivery system for academically gifted (Reading, Math, Both) and intellectually gifted learners is outlined in three segments: elementary (K-5), middle (6-8), and secondary (9-12). A service delivery plan is divided into two major sections that address the academic, intellectual, and social and emotional needs of gifted learners across all grade levels and settings: academic development and talent development. Service options are presented in four areas: learning environment, content differentiation, interest/talent development, and special programs.

With small community schools our primary service delivery is facilitated by flexible clustering, which is the purposeful grouping of students used to assist the teaching of students at their demonstrated readiness level. Such instructional grouping is flexible within and between individual classrooms or within and between teams and enables students to move in and out of groups based on their needs and performance. Students may be placed in a group based on their ability and/or performance, or they may be placed in an option on a trial basis based on the recommendation of their teacher(s).

A variety of settings where differentiated services will be delivered include: the regular homeroom, another classroom, a resource room, etc.

K-5 services rely heavily upon small class sizes and the use of technology and classroom differentiation strategies. As students progress into middle and high school, students begin to receive differentiated instruction in honors/accelerated courses (in conjunction with clustering students consistent with their identification), along with the introduction of Advanced Placement and Dual Enrollment opportunities.

Talent Development describes the enrichment services focusing on the development of interests and special talents. At the elementary and middle school levels, interest development might occur through classroom centers, special activities and projects, special mini-courses, and enrichment clusters. Academic clubs/competitions such as Science Olympiad, Math Club, Battle of the Books, Envirothon, Robotics Club, Improv Club, SkillsUSA, are also offered both during and outside of school hours to allow for students to expand their learning opportunities.

At the secondary level, interests and talents are further expanded through special elective courses and opportunities for independent investigations of topics of interest through seminars, mentorships, and internships. Most of these programs are offered through regular education, distance learning courses, or co-curricular opportunities; some are available from community resources.

Each of the schools in Avery County is a small community where students and families are known. New students and new families are immediately greeted and integrated into the school family. Each gifted student has a DEP that is developed and shared with the new team. Staff are supported by integrated professional development focusing on content acquisition and differentiated learning practices. The district goal is also to have an AIG certified staff member in each school by 2025 assisting in the MTSS process by providing staff and student support in meeting the needs of gifted learners.



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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners,

across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

Avery County Schools' general education teachers, exceptional children's teachers, other specialists, instructional support staff, parents/families, and school-based and central office based administrators collaborate to develop, support, and evaluate district-wide differentiated programs and services. Most of the services for students are coordinated by MTSS. The MTSS teams utilize the expertise of counselors, administrators, and teachers to meet both academic and social and emotional needs of students. Both middle schools and the high school employ full time counselors despite their small size. Elementary schools are staffed with 1/2 time counselors. The team approach allows for flexible responses to meet the social and emotional needs of AIG students through direct services, PLC updates, and team meetings including the student and parents/guardians. Services, including counseling and/or team education on the specific social and emotional needs of AIG students are provided as needed, and referrals for additional services are available as well.

*** Practice C**

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

Academically gifted students enrolled in Avery County Schools are served through an integrated gifted education program; AIG programs and services are aligned with students' area(s) of AIG identification, program goals and resources system-wide. AIG services, specific to area(s) of identification, are integrated with the general education program, PK-12, and reflect research-based, best practices. Inherent to the district's philosophy and definition of giftedness, special care is given to students from traditionally under-represented populations. As a product of small schools with small class sizes, each student has an individual plan crafted to meet his/her own unique learning needs which is created with the collaboration of classroom teachers and grade level teams. The AIG program is supervised by the Director of Academically/Intellectually Gifted who includes AIG updates to principals/staff through monthly postings in the Learner Management System, as well as monthly administrative meetings. All policies regarding the service plans of AIG students are current and up-to-date.

*** Practice D**

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

All AIG students are intentionally scheduled in classes/courses to flexibly meet the unique needs of AIG students. Our small community schools, which in most cases only have 1-2 sections of a grade level, make the clustering of AIG

students imperative to meet their needs. AIG students are clustered in advanced courses, when offered, that offer content differentiation in conjunction with accelerated curriculum pacing, content compaction, and/or curriculum extension. Avery County Schools integrates the gifted education program within the whole school environment through collaborative strategic planning by educators, parents/guardians, and community members to ensure total school improvement. The planning processes that include programs and services, program goals and resources are aligned with the system's mission statement and core beliefs. Ultimately, a successful delivery model results in increased school/system-wide student learning. Opportunities for rich content, high expectations for critical and creative thinking and problem solving are objectives shared by general and gifted educators all while supporting social and emotional needs; all are recognized as critical components of a 21st century instructional program.

Avery County Schools delivers instruction utilizing 1-1 technology for all students resulting in a highly differentiated learning environment. Staff consult in PLCs to provide support for instructional planning for AIG students. In grades 6-12, students are enrolled in accelerated/honors courses for their core instruction and have the opportunity to select other courses/enrichments matching student interest.

*** Practice E**

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

Avery County Schools continues to integrate the Gifted Education Program within the whole school environment through collaborative strategic planning by educators, parents/guardians, and community members to ensure total school improvement. All principals, AIG students, and parents/guardians are enrolled in an online course delivered through Canvas, the district's LMS. Curriculum updates, opportunities, and memos are located and dispersed to all stakeholders via email when new content is added. All new teachers go through a new teacher orientation process outlining ACS AIG services. Monthly Academic Services updates with administrators include AIG updates and are documented and shared through Canvas that can be shared with staff throughout the district. All teachers serving AIG students are participants in the update of student DEPs.

*** Practice F**

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

AIG services are firmly integrated within the Avery County Schools' approach to total school improvement. The Director of Academically/Intellectually Gifted communicates both electronically via Canvas for Academic Services updates, as well as an AIG course to staff and the community. There is seamless integration with discernible overlap between programs as Avery County Schools seeks to improve the services and learning outcomes of all students. Updates to the Academic Services Canvas course are made monthly, while new content is posted on the AIG course for updates biweekly. DEP conferences may occur at any time, but are at minimum held as students change schools and/or grade spans.

*** Practice G**

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

Avery County Schools works to offer a wide range of programming options for acceleration for students. The process for Kindergarten Early Entry is outlined in Board Policy. Curriculum compacting and subject and grade acceleration are included within standard practice as part of the district's AIG program. The AIG team discusses appropriate services for students in the development of each student's DEP. Annual meetings are held with parents to discuss middle school course compacting and scheduling courses in middle school for high school credit. Other specific examples include consistent enrollment in the online (NCSSM) North Carolina School of Science and Math program, distance learning options through NCSSM, NCVPS, and APEX, as well as dual enrollment options through Mayland Community College. The registration process for these courses are shared through course registration guides, as well as the district's AIG Canvas page. Students are individually counseled regarding their course options, which is facilitated by the district's small schools.

*** Practice H**

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

Avery County Schools utilizes MTSS (Multi-Tiered System of Support) framework to analyze student data from a variety of perspectives, including subgroup performance. Performance results on formative and benchmark assessments are matched to programmatic adjustments, as well as individual student service. In terms of identification, multiple criteria are used in the identification/placement process for all students. In addition to normed score reports, teachers are encouraged to consider student performance, observations and work samples from enrichment lessons when making referral decisions.

Professional development is offered to general education professionals focusing on learning characteristics of under-represented populations and addresses: cultural sensitivity issues, twice exceptional student learning profiles, and positive peer cultures. Increased student identification among under-represented populations becomes an outcome of these professional development sessions. An appropriate integrated curriculum is aligned with learning needs of under-represented gifted and monitored through the MTSS framework.

Opportunities to engage in higher-order problem solving activities, built into the content area curriculum, allow special gifted populations to develop skills that improve self-esteem. The Limited English Proficiency (LEP) Program Coordinator leads a staff of LEP professionals who assist in the identification of students who possess non-standard indicators of giftedness. They also translate documents, translate meeting content for Spanish-speaking parents, provide intervention services for LEP students and communicate with parents in the schools' efforts toward encouraging family involvement in all activities promoting student success.

*** Practice I**

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

Avery County Schools highly encourages participation of gifted students in extracurricular programs and events that enhance and further develop their interests. Each school in the district has established and sponsored extra-curricular programs intentionally designed with the needs of gifted students in mind. Schools sponsor academic competition teams for university math competitions, Battle of the Books, Enviro-thon, Science Olympiad, Project Lead the Way Robotics and Engineering clubs, NC Science and Engineering Fair, NC Academy of Science Fair, drama productions, Summer acceleration programs and Coding Clubs. Students are encouraged to participate during the formation of DEPs, through formal and informal conferences with parents/students, as well as through communications through the district AIG Canvas page.

*** Ideas for Strengthening the Standard**

The ACS AIG program is integrated into the total school program of Avery County Schools. Continued efforts are in place to ensure collaboration between AIG services and the broader academic program. We are looking to improve in the delivery Local AIG Plan services within social and emotional learning through increased number of staff with AIG licensure, as well as implementation of the MTSS framework.

Planned Sources of Evidence

* AIG Eligibility Criteria

* ACS Strategic Plan

* Canvas LMS and MTSS meeting minutes

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

All teachers base instruction on the North Carolina Standard Course of Study (NCSCOS), and it is the entry point for differentiation. Teachers are expected to differentiate instruction for content, process, or product based on student interest, learning style or readiness. Classroom teachers provide opportunities for gifted learners to further explore curriculum to deepen depth and complexity of their learning and understanding. These learning experiences are integrated into the general education program using flexible grouping, higher level readings and multimedia resources, and rigorous projects incorporating student choice and voice. Interdisciplinary learning opportunities are encouraged. AIG services are integrated in a 1:1 technology-rich environment allowing for a variety of blended learning opportunities.

Each school designs opportunities for AIG students, taking into account AIG population, school size, staff expertise, and individual student need. Such opportunities may include acceleration, extension, and/or enrichment experiences.

Examples of acceleration:

- Self-paced instruction (Elem/Middle/High)
- Subject (Elem/Middle)
- Curriculum compacting (Elem)
- Advanced Placement (High)

- Dual Enrollment courses through Mayland Community College(High)
- Mayland Early College (High)
- Project Lead the Way (Middle/High)

Examples of enrichment and extension:

- Content area focus days (Elem/Middle)
- Interest Centers (Elem)
- Project Based Learning (Elem/Middle)
- Socratic Seminars (Middle/High)
- Competitions and clubs (Middle/High)

*** 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.

Diverse and effective instructional practices are employed by staff and matched to the educational needs of students. Educators receive professional development and information on differentiation techniques from support staff (Instructional Technology Facilitators, English Learner, Exceptional Children, etc.) and external providers (NCWRESA, NCDPI, etc.). School level MTSS teams also provide support on differentiation techniques. Through monthly PLCs, teachers across the district regularly discuss the implementation of differentiation strategies and review data for planning.

Gifted students require instruction that meets their unique readiness, interests, and learning profiles. Therefore, the district strives to provide a variety of services to meet students' needs. These include, but are not limited to:

- Cluster grouping or subject grouping for ELA and/or Math (Elem/Middle)
- Cross grade grouping (Elem/Middle)
- Alternative course delivery (Middle/High)
- Curriculum compacting
- Flexible grouping
- Learning contracts

- Learning centers
- Project based learning
- Paideia and/or Socratic seminars
- Technology enhanced instruction and activities
- Thematic or cross-curricular units
- Tiered assignments

*** Practice C**

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

Avery County Schools employs a variety of research based supplemental resources to augment curriculum and instruction. Resources include: Letterland, Reading 3D, Reading and Math Foundations, Junior Great Books, Jacob's Ladder, Mentoring Mathematical Minds, iReady, Reader's and Writer's Workshop, LETRS, as well as other technology specific resources. Resources are tailored to match the learning needs of students.

*** Practice D**

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

Avery County Schools' comprehensive gifted program provides state-of-the-art technology to support academic services. The AIG program is purposefully designed to provide 21st Century learning opportunities promoting the growth of skills, knowledge, creativity, curiosity and understanding necessary for gifted students to reach their potential in a competitive global society. Recognized as an 'Apple Distinguished Program' all Avery County Schools students are issued a device (K-8: iPad; 9-12: MacBook; teachers and administrators: iPad, MacBook, and/or Smartphone) for use throughout the school year.

Educational professionals direct focused effort in monitoring the progress of all students in order to ensure that all graduate from high school globally competitive for work and postsecondary education, prepared for a productive life in the 21st century. By providing a safe and orderly environment, students are offered programs that require collaboration in performing tasks reflecting the most current, research-based practices. Curriculum is rigorous and relevant for all students. Advanced differentiated strategies are in place to assure appropriate challenges for advanced learners in all

areas; literacy skills that include reading, writing, speaking, computing, critical thinking, and solving problems are incorporated in all learning environments.

The introduction of the K-12 1-1 technology program has facilitated an increased degree of vertical and horizontal alignment, while also enabling staff to individualize learning opportunities through a Learning Management System, Canvas. Project/Problem Based Learning, student research, and emphasis on multimedia presentation are all embedded within differentiated instruction across schools and grade levels.

*** Practice E**

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

Avery County Schools is implementing the MTSS framework as part of its process for continuous improvement. Ongoing formative and summative assessment data is used in all grade levels throughout Avery County Schools to provide educators with detailed information about students' progress in assimilating and expressing knowledge and skills and monitored by school based MTSS teams. Computer adapted diagnostic formative assessments assess student progress and understanding of concepts and skills so teachers are able to tailor instruction to enhance learning. Summative assessments, i.e. NC End of Grade and NC End of Course tests provide useful information to educators on how students display their knowledge for comparative purposes.

Teachers utilize a variety of formative assessment tools, including Reading 3D, iReady, shared curriculum based assessments in SchoolNet, collaborative student assignments and work utilizing Google Apps for Education, etc. to cluster students in instructional groups for differentiated instruction. Student performance is monitored and DEP's are adjusted accordingly in response to the data.

The systemic investment in technology by Avery County Schools (tablet/laptop devices), increases efficiency for data analysis and subsequent response. It also increases the level of transparency and communication with parents as results are shared and collaborative plans created.

*** Practice F**

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

Gifted learners have unique social and emotional needs. Gifted students can struggle with perfectionism, anxiety, poor self-concept, self-criticism, and peer issues. In order to meet the social emotional needs of gifted learners, Avery County Schools employs a MTSS model. Through MTSS, teams gather, monitor, and discuss data and student needs. Through MTSS, school counselors, administrators, and teachers work together to find appropriate support for AIG students' affective needs.

Additionally, the small size of district schools and communities results in caring community schools where students are known by multiple caring adults. The small size of each of our K-8 schools (one school of approximately 290 students, while the 6 others are all less than 200 students), a small high school (less than 600 students), along with comprehensive counseling services ensure students have access to a small community of adults to meet social and emotional needs. Avery County Schools employs a high quality guidance program that has a service ratio of less than 300 students to 1 counselor which is much better than the state average of 1:378.

Our counseling school-based professionals understand the unique characteristics of gifted students and are equipped to address and meet their needs. Interns from Appalachian State University are also used to increase access for students to services. Counseling services are sensitive to diversity with interventions that recognize challenges related to cultural, language and socio-economic variances. Classroom curricular materials selected are sensitive to culture and gender.

In addition to counseling services, grouping arrangements, and curricular materials, Avery Schools provides support at each educational level.

Elementary schools focus on teaching a growth mindset to counteract perfectionism and anxiety about academic performance. Mistakes are not only allowed; they are encouraged. Both individuals and classes benefit from bibliotherapy through the reading of a variety of books. Counselors and classroom teachers use the Spot series and a variety of picture books and novels to enable open and honest discussion of social emotional issues.

Avery County Schools utilize flexible, clustered grouping arrangements to provide access to intellectual peers so similar achievement levels, interest areas and pacing of instruction needs are met. Some flexible grouping options include cross-classroom and cross-grade level groupings. Differentiated guidance services address common concerns

that specific groups of gifted students share. Transition meetings to complete DEPs are held to also address specific social and emotional needs.

*** Practice G**

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

Avery County Schools recognizes that talent development in K-2 students is necessary in order to identify their potential indicators of giftedness. When high-ability children are identified in the early grades, an advanced differentiated education program designed to meet their unique needs will greatly enhance strengths and identify areas for potential growth.

Classroom teachers and support staff provide whole group opportunities for communication, creativity, collaboration, and leadership through enrichment and extension activities and hands-on learning opportunities that allow students to display creative problem solving and unconventional thinking.

Assessment data is used to flexibly group students for reading and math instruction allowing advanced learners to work together and accelerate. Student performance on rigorous activities and work portfolios, combined with parent and teacher recommendations provides stakeholders with data to create intentional learning environments that help all students develop their strengths.

While small schools limit the number of staff and formal programs that can be provided, the small sizes of our elementary schools are a positive way of quickly identifying young gifted students and matching opportunities to individual needs. MTSS teams meet regularly to analyze data as well as provide anecdotal reports on the progress of students. Each elementary school utilizes its 1-1 technology program to differentiate instruction throughout classrooms with low class sizes. Students receive accelerated instruction through cluster peer instructional groups to meet learning needs. All grade level teachers participate in monthly PLCs (Professional Learning Communities) to discuss instructional strategies to meet the needs of all students, including the specialized needs of gifted students.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of

gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Currently, Avery County Schools does not employ AIG Specialists who serve in a dedicated capacity. Instead, teacher leaders have taken on the role of AIG Specialists in the schools. As of this time, four individuals have attained AIG licensure in the district. Additional teacher leaders will be recruited to complete AIG training through NCWRESA with the goal of attaining their AIG licensure, resulting in one AIG certified teacher leader in each school.

Due to the fact that AIG personnel are working in other capacities in the schools, they help collaboratively plan differentiated curriculum and instruction with classroom teachers and support personnel (EC Teachers, EL Teachers, Media Coordinators, Instructional Technology Facilitators) through PLCs, grade/subject area meetings, and via the LMS. Additionally, school level AIG personnel provide information on delivering instruction through MTSS meetings/transition meetings, extracurricular enrichment opportunities, and through the sharing of lessons they have created.

At the district level, the AIG Director advocates for differentiated curriculum and instruction at district-level administrative meetings. These meetings provide opportunities for conversation and collaboration with building administrators, Curriculum Directors, the Director of Exceptional Children, and the superintendent.

*** Practice I**

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

Avery County Schools' Gifted Education Plan defines a comprehensive curriculum and service delivery plan that addresses the varied needs of academically or intellectually gifted students. The Differentiated Education Plan (DEP) is developed by a variety of stakeholders including the parent/guardian, general education teacher, and the principal. The DEP serves to communicate to all stakeholders the student's academic needs in a specific curricular area(s). In addition, the plan articulates all components of the gifted program designed to enhance student learning. Acceleration/Enrichment opportunities are included options. DEPs are reviewed annually; and signed upon transition into new schools/programs. The DEPs can be edited/adjusted at any time with the convening of the team.

The DEP communicates the following components: The curriculum resources and strategies provided by general education to deliver the NC SCoS and the manner in which the curriculum is to be advanced/enriched for the gifted student. The DEP provides opportunities for expansion of general education services in the student's identified area of strength/giftedness. The DEP considers affective needs of the gifted student. The DEP addresses flexible cluster grouping arrangements.

*** Ideas for Strengthening the Standard**

The goal is to have one teacher with Gifted Licensure per school by 2025 and to change information to the Canvas LMS.

Planned Sources of Evidence

- * Transition plans and DEPS
- * Student Achievement Data
- * MTSS meeting minutes and training rosters for AIG sessions

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

Standard 4: Personnel and Professional Development

Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Director of Academically/Intellectually Gifted is responsible for the implementation of the ACS AIG program. The Director is pursuing licensure through taking the praxis. District AIG programming implementation is monitored through the MTSS framework. Programmatic changes are shared with district leadership and changes are implemented appropriately. Changes are communicated through PLCs. Specific monitoring components, including screening, referral processes, professional development, and data monitoring for implementation fidelity are the responsibility of the Director of Academically/Intellectually Gifted. Avery County Schools employs four AIG certified teachers who work to consult with the district-wide plan. NWRESA is offering AIG credentialing professional development to increase the number of AIG certified teachers district-wide, with the goal of having one AIG certified staff member in each building by 2025. Teachers involved in the NWRESA process will serve on MTSS teams and assist in guiding, advising, and monitoring the local AIG plan.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Avery County Schools historically has employed three AIG-licensed specialists who have assisted in the creation of the district plan. As a result, the district is sending three staff through NWRESA locally credential training with the goal of having one credentialed staff member in each school by 2025. All ACS staff collaborate to create individualized DEPs to meet student needs. The classroom teacher, school staff, school principal, parents, and district staff as needed are

involved in creating the plans and working to build services to meet student academic, intellectual, social and emotional needs of K-12 students.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Currently, Avery County Schools does not mandate professional development for personnel working with AIG students; however, the following opportunities are highly recommended: AIG training through NWRESA and NCGAT conference. However, the district utilizes formative and summative data, as well as EVAAS to evaluate effectiveness of instruction for students. Teachers identified with professional learning needs in working with AIG students are supported with a combination of local funds, AIG funds, and school level funds to improve. The District Strategic Plan incorporates specific strategies such as content differentiation, individualization of content utilizing technology, project based learning, etc. that does relate to offering quality services to AIG students. The goal is for every school to have an AIG certified staff member on their MTSS team by 2025.

*** 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.

Avery County Schools currently has four AIG licensed teachers in our district and eight campuses. Each of the school campuses are well below the state average in relation to average school size, as well as significantly below the state average in average student to pupil ratio. Our district size, funding, and lack of AIG licensed teachers have been directly correlated to the development of our integrated AIG plan for services. We continue to monitor achievement gaps, including AIG services, and structure professional development to match the combination of both student and staff needs. With the support of NWRESA and the opportunity for teachers to take the praxis to achieve certification, ACS has set a goal to have one AIG certified teacher in each building by 2025. To facilitate quality services, AIG students are clustered to provide flexible learning opportunities within differentiated learning environments.

*** Practice E**

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

Avery County Schools are developing strategies to recruit and retain teachers. We will continue to offer opportunities through NWRESA or WRESA and NCGAT; however, we will be more intentional with our communication about these events and have more in-depth follow-up assessing the needs of faculty. Our goal is to offer more exposure to recruit professionals to earn their AIG license. ACS will pay for the PRAXIS assessment if there is a passing score. In order to retain these teachers, we will continue providing professional learning opportunities as well as encourage them to seek out other activities that would provide insight and guidance in teaching AIG students.

*** Practice F**

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

Teachers throughout the district collaboratively participate in professional development. The district has intentionally worked to redefine professional development as an event or series of events into a learning culture where the craft of teaching and learning are constantly being refined. PLCs are in place K-12, where staff identify needs, work to identify potential resources, and collaborate to find both synchronous and asynchronous opportunities to make each other better. PLCs work to connect schools and programs to identify strengths that can be replicated and implemented across multiple schools and programs in the district. The AIG Powerschool Learning Page, as well as the Academic Services Page within our LMS shares resources, opportunities, and examples that teachers can use across teaching domains.

*** Practice G**

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

Professional development within Avery County Schools is integrated across all programs and district initiatives, including AIG. The delivery of professional development is blended within the Academic Services department. 1-1 technology is at the core of all program delivery and professional development throughout the system. Data systems are in place to investigate and respond to gaps in performance, and specific plans and supports are designed to meet student, cohort, school, and district needs. All subgroups, including AIG, are analyzed for performance through MTSS teams. MTSS and School Improvement teams create plans for improvement. The district utilizes multiple resources, including AIG funds, AP Partnership Funds, and local curriculum funds to ensure differentiated instructional practices are supported and implemented.

*** Ideas for Strengthening the Standard**

AIG licensure has become more difficult to encourage staff to obtain due to proximity to a licensing IHE, and the lack of incentive for staff to pursue. As a result, through partnership with NWRESA, Avery County Schools has set as a goal to have 1 AIG certified staff member per school by 2025. We continue to strengthen our data systems, MTSS processes, and aligned Professional Development to be inclusive of the needs of teachers to teach AIG students.

Planned Sources of Evidence

- * Rosters of teachers attending NWRESA training
- * MTSS minutes
- * District Strategic Plan

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

Standard 5: Partnerships

Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

AIG services in Avery County Schools take place in small community schools where individual and collaborative wrap around plans are developed. DEPs are created to take into account the needs of the whole child, including academic, intellectual, and social/emotional needs. District staff, school counselors, and outside resources are included when needed in both the development and implementation of the plan.

Ongoing conversations about AIG opportunities take place through the district Canvas course. The district has employed a coordinator to assist with meeting the social and emotional needs of all students, including AIG by connecting students to both in school as well as out of school services. AIG students are highly encouraged to be involved in school sponsored extracurricular activities, including academic competition, competitive Career Technical Student Organizations, and academic clubs. Each of these activities encourage increased family engagement as well as increased home/school interaction.

*** Practice B**

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

All AIG students and parents are connected and informed through the district Canvas course in our LMS. Emails are automatically generated to every student when the AIG course is updated, with a web link that leads directly to new content. Students and parents are surveyed regarding the services they are receiving, as well as ideas to better meet their needs. Parents are involved in the creation of individualized DEPs that match their student's needs. A letter is mailed out yearly to describe AIG services and ensure parental access to the Canvas course.

Provide summer enrichment programs through the YMCA. Amazing Shake.....Mayland—dual enrollment, ASU—host competitions, tutors

*** Practice C**

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

AIG programmatic meetings with Avery County Schools are addressed both formally and informally. There are regular meetings between the Director of Academic Services with both principals and staff members that discuss academic achievement and programming for all students, as well as specific subgroups, which include AIG. Programmatic changes are addressed as issues arrive. Additionally, AIG parents provide school level feedback as they develop individualized DEPs, as well as programmatic feedback through discussions with the Director of Academic Services. The AIG Canvas course assists in sharing additional information and prompts opportunities for dialogue. An Advisory Committee, consisting of both parents, teachers, and administrators meets to review the AIG plan and progress towards its implementation.

*** Practice D**

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

- Local AIG Plan
- Local AIG program services

- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

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

All families are enrolled in an AIG Canvas course where enrolled students and parents receive emails when new content has been updated. Documents are translated into Spanish as needed for native Spanish-speaking AIG families. All families receive a mailing over the summer informing them about the Canvas page and soliciting feedback on AIG programming. Our small size is also an asset for communication and opportunities. The Executive Director of Academic Services also provides direct supervision for CTE (Career Technical Education) and as a result is able to blend CTE opportunities for advanced course work aligned with students' future plans, opportunities for internships and job shadowing, as well as advisement for community college opportunities.

Avery County Schools possess strong community relationships that are exhibited in the programming of AIG students. We work collaboratively with both Appalachian State University and Lees McRae College to offer coursework, internships, independent studies, and extracurricular opportunities. Both institutions are heavily invested in supporting core academic programming, as well as enrichment activities. Mayland Community College also offers a tremendous number of dual enrollment courses that are taught on their campus, as well as the campus of Avery High School. Local businesses are also very involved in the general programming of Avery County Schools and support students through the hosting of internships, volunteering, and direct sponsorship of academic events such as the robotics team.

*** Ideas for Strengthening the Standard**

Avery County Schools continues to seek ways to increase participation of stakeholders in the development and implementation of the AIG program and plan. The district has launched a new format for its webpage that can be improved for outward communication.

Planned Sources of Evidence

* AIG Canvas Page

* Stakeholder communication/emails

* Sponsored agreements/plans

Documents

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

Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Avery County Schools has a written AIG Plan that is aligned with state and local legislation and policies. To create the 2023-25 plan, the AIG Advisory Committee, composed of parents, teachers, and administrators, reviewed the 2019-23 plan and compared it with the standards for the 2019-23 plan. Student and parent surveys were analyzed and taken into account when developing strategies for the new plan. The plan is approved by the Avery County Board of Education and sent to SBE/DPI for comment.

*** Practice B**

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

The Director of Academically/Intellectually Gifted monitors the integrated services outlined within the Avery County Schools AIG plan. The Director ensures policies and legislation outlined in the AIG plan relating to identification, services, and overall program quality are in place. The Director also meets quarterly with principals to review academic progress, programmatic and legislative policy updates as part of the total school improvement process. MTSS processes have been created to monitor student progress and needs to make programming and scheduling adjustments to meet student needs.

*** 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.

Funds are monitored by the Director of Academically/Intellectually Gifted, along with the district's Chief Financial Officer. AIG funds are used to support the programming and education of gifted students consistent with state policy. Specific use of funds are used to hire AIG certified staff, support professional development, including staff pursuing AIG certification, and support AIG student activities. Additional fund sources, including general curriculum and local funds are used to help strengthen AIG goals as well.

*** Practice D**

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



Avery County Schools maintains, analyzes, and shares student performance growth reports. All teachers and administrators are focused on increasing student achievement for all students, including gifted education students. Formative and summative assessment reports are disaggregated to ensure growth among gifted and advanced student sub-populations. Formative assessments are scheduled regularly throughout the year and summative assessment data is collected annually across all grade levels beginning with grade three. Results are analyzed and used in making curricular and program decisions. Individual student score reports are analyzed in order to ensure an appropriate service match.

*** Practice E**

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

Avery County Schools maintains, analyzes, and shares student performance growth reports. All teachers and administrators are focused on increasing student achievement for all students, including gifted education students. Formative and summative assessment reports are disaggregated to ensure growth among gifted and advanced student sub-populations. Formative assessments are scheduled regularly throughout the year and summative assessment data is collected annually across all grade levels beginning with grade three. Results are analyzed and

used in making curricular and program decisions. Individual student score reports are analyzed in order to ensure an appropriate service match.

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*** Practice F**

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

The director of Human Resources maintains current data regarding the AIG licensure of school personnel. All staff licensure credentials are housed in NC LicSal, the state licensing and salary system. As a small district, we are seeking avenues to increase the number of staff possessing AIG licensure.

*** Practice G**

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

Avery County Schools elicits feedback from all stakeholders regarding the implementation and effectiveness of the local AIG program both formally and informally. Central Services support, building level administration, and teachers meet regularly regarding differentiated programming, student performance data, and instructional resource needs. Parents and students provide feedback as a result of the Canvas Learning page that lists coming events, happenings, and general accomplishments as they relate to AIG programming. Yearly surveys are given to AIG parents and students, and results are discussed in both district administrative meetings as well as district PLCs. DEP updates include input from parents and teachers on meeting the needs of AIG students.

*** Practice H**

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

Avery County Schools has a very strong data culture and utilizes multiple sources of data in reviewing, evaluating, and revising the AIG plan through formal and informal conversations with students, parents, and staff at various stakeholder meetings, such as PLCs meetings and monthly administrative meetings with district and school leaders. In the process of evaluating and revising the new AIG plan, an AIG Advisory Committee, consisting of parents/guardians, teachers,

and administrators met to review surveys, EVAAS results, and anecdotal data and used the feedback in crafting the new plan.

*** Practice I**

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

The local AIG plan is submitted on the Avery County Schools website, the AIG Canvas Learning page, and presented to the local Board of Education. Parents of AIG students also receive a link to the plan yearly through a letter outlining program highlights and access to the AIG Canvas Learning page. Annually, the highlights of student programming are published in the Avery County Schools Annual Report. Also, as part of yearly reporting to the Board of Education, the Director of Academically/Intellectually Gifted highlights successes of all academic programs, including AIG, CTE, and Accountability results.

*** Practice J**

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

Avery County Schools has policies, procedures, and practices that outline specific components to protect the rights of all AIG students. Monitoring by individuals who have expertise in the area of gifted education ensures that regulations are implemented and compliant. The district plan, updated and revised at least every three years at a system level, looks at fairness and equity issues relating to student screening, referral and identification processes. Program management and services at each grade level, student outcomes, student grouping procedures, professional development, counseling and guidance services, funding sources, and program evaluation participate in ongoing review and revision as part of the continuous improvement process. Due process procedures are contained in local board policy, posted online and shared among all stakeholders. The full Student and Parent Grievance Procedure Policy 1740 may be accessed at:

http://www.averyschools.net/cms/lib3/NC01000809/Centricity/Domain/50/1740-4010_Student_and_Parent_Grievance_Procedure.pdf

Excerpts from the policy are found below:

PARENT GRIEVANCE PROCEDURE A. OPTIONS FOR RESOLVING COMPLAINTS The board strives to resolve concerns and complaints whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Board policy 1742/5060, Responding to Complaints, identifies these different processes and provides a mechanism for resolving complaints in an informal manner. While the board encourages informal resolutions, the board recognizes that students and parents may want a more formal process for certain types of complaints or if an informal process was not satisfactory. This policy provides a complaint procedure that can be used as described below. Any parent or student who is unclear of the options for proceeding with a concern may contact the principal's office or the superintendent's office for further information and copies of all applicable board policies. ... C. TIMELINESS OF PROCESS The number of days indicated at each level should be considered a maximum and every effort should be made to expedite the process. Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official will make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays are not permitted that interfere with the exercise of any legal rights. Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at that step, unless the grievant has notified the official of a delay, the reason for the delay and the official has consented in writing to the delay. D. GENERAL REQUIREMENTS 1. No reprisals of any kind will be taken by the board or by an employee of the school district against any grievant or other student or employee on account of his or her participation in a grievance filed and decided pursuant to this policy. 2. All meetings and hearings conducted pursuant to this policy will be private. 3. The board and school district will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to respond to individual grievants. 4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, any grievant intending to be represented by legal counsel must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel. PROCESS FOR GRIEVANCE 1. Reporting Grievance a. Whenever a student or parent/guardian believes that he/she has been adversely affected by a decision of a school employee, the student or parent/guardian may file a grievance as provided in this policy. b. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after 30 days which claims a violation, misapplication or misinterpretation of state or federal law, including discrimination, the superintendent or designee will determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school district to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students and parents should recognize that delays in reporting may significantly impair the ability of the school district to investigate and respond effectively to such complaints. c. A

student who has a grievance must provide the following information in writing to the principal: (1) the name of the school district employee or other individual whose decision or action is at issue; (2) the specific decision(s) or actions at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that the parent or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in board policy 1742/5060, Responding to Complaints, is appropriate and the principal will address the concern following that board policy. d. Even if the principal is the employee whose decision or action is at issue, the student will submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or the superintendent's designee. 2. Investigation a. The principal will schedule and hold a meeting with the student and/or parent within five school days of receiving the request. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. b. The principal will conduct any investigation of the facts necessary before rendering a decision. 3. Response by Principal a. The principal will provide a written response to the written grievance within ten days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal cannot disclose information about other students or employees that by law is considered confidential. b. A copy of the grievance and the principal's response will be filed with the superintendent. 4. Response by Superintendent a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision. b. The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant and principal, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of loco parentis to the student. c. The superintendent will provide a written response within 10 days after receiving the appeal. In responding, the superintendent cannot disclose information about other students or employees that by law is considered confidential. 5. Appeal to the Board If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant shall have a right to appeal a final administrative decision to the board of education (see Mandatory Appeals below). If a grievant has not alleged such specific violations, he/she may request a hearing before the board, which the board may grant at its discretion.



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*** Ideas for Strengthening the Standard**

ACS continues to look for ways to strengthen feedback processes in the development and implementation of the plan. Programmatic effectiveness is very data focused with a focus on both total school and district performance, as well as the specific AIG subgroup. Additional indicators of success such as the increase in the enrollment of advanced courses and/or student participation in academic competition will be published within on the AIG Canvas page to encourage programmatic transparency.

Planned Sources of Evidence


- * AIG Canvas Page
- * Data disaggregation reports
- * Documentation of Meetings (PLC and AIG Advisory)

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

Local Board of Education Approval



Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/23/2022 

Original Application Submission Date: 07/06/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>ACS-060- AIG Plan Approval Documentation</u>

AIG Related Documents


Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	ACS-060- AIG Plan Approval Documentation
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Avery County Schools (060) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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