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

Approved by local Board of Education on: 08-JUL-19
LEA Superintendent’s Name: Kathy Amos
LEA AIG Contact Name: Eric Cedergren
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Yancey County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Yancey County Schools Vision for local AIG program: The Academically Intellectually Gifted Program of Yancey County is a comprehensive K-12 plan which adheres to the county’s mission statement:
Yancey County Schools strive to provide a safe and nurturing environment to empower all students to achieve their full potential as life-long learners and global citizens.

The Academically Intellectually Gifted Program is committed to providing an equitable and pragmatic array of services appropriate for meeting the needs of the academically / intellectually gifted population of Yancey County.

While committed to meeting the educational needs of all students, the Yancey County Academically Intellectually Gifted Program strives to ensure that students from all cultural groups, economic strata, and areas of human endeavor be considered for representation in the Academically Intellectually Gifted Program.

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

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Standard 1: Student Identification

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

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

District Response: Information relating to the development of the screening and referral processes that lead to identification processes for K-12 is as follows:

- The AIG Specialist is in each elementary school for grades K-5 on a weekly basis and is readily available for consultation and collaboration in regard to development and referral processes.

- In K-2, teachers are supplied with a gifted behavior checklist for screening purposes. This checklist provides a guideline for teachers and parents to understand gifted characteristics. K-2 instructors and parents may refer students who demonstrate advanced and/or gifted traits to the AIG specialist for further evaluation and recommendations for advanced curriculum strategies and materials.

- In grade 3, students are referred by the classroom teacher to participate in AIG Talent Search. Teachers and AIG develop and adjust Talent Search evaluation criteria. Students are screened by evaluating the following: student BOG achievement scores (high 4 or 5), Case 21 lexile scores in the 900-1000 range are used for reading and an NC check-in screener is used for math. A giftedness checklist is also referenced. Referral forms are filled out by the classroom teacher, collected and evaluated by the AIG coordinator and/or specialist. Parents are informed of the teacher's recommendation and the Talent Search program is explained in a letter. Parent signature of agreement is required. In addition, at the end of grade 3, parents are provided information on the AIG identification process.

- In the 4th and 5th grades, the AIG Specialist collects Reading and Math EOG scores from each of the elementary schools. A pool of candidates is created including 3rd grade Talent Search students, students scoring at or above a level 5 and students with teacher recommendations and EOG scores. ESL, EC and school counselors are also consulted with regard to potential AIG students to help reduce cultural bias in the selection process. AIG Specialist then evaluates each candidate with the Multiple Path county AIG identification process.

Parents and/or teachers may refer students to AIG. Students may also self nominate with parental permission to be screened and tested using a nationally normed ability test. Students, including minority students showing high ability potential are given an ability test as part of the multiple pathways process. Due to full time teaching responsibilities of AIG Specialist, testing takes place primarily in August and September. There is also a window of time in January for testing of a student. Outside of these time periods, individual testing can be arranged.

- 6th-8th grade students are screened by a team of middle school teachers at the beginning and end of each year to evaluate and recommend students for honors class placement. A teacher on the
evaluation team at each grade level at both middle schools will communicate with an AIG licensed teacher at the middle school to identify students who meet AIG pathways or recommend students for further evaluation.

- In high school, the Pre-ACT test as a screener for AIG identification has been added. Students scoring a 27+. While the AIG Specialist is available for consultation throughout the year, the referral process is discussed before each AIG headcount.

- Teachers and parents may refer any student in 3rd -12th grades who demonstrate the need for advanced or accelerated curricula for AIG evaluation.

**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:** K-3 teachers have access to an AIG specialist for consultative purposes. Additionally, 3rd grade students are screened and referred to a Talent Search group that meets weekly for enrichment activities after Fall AIG testing is completed.

Primary students may be identified as gifted in grades K-3 in Yancey County if there is a body of evidence that indicates a need. The primary student should demonstrate an extreme need for differentiation before being considered for identification. Primary K-3 students must meet the minimum requirements in all the following:

- Demonstrated extreme need for differentiation as documented through Problem Solver nurturing program activities and regular classroom performance.

- 96%ile or above on a nationally normed IQ/aptitude test administered by a licensed psychologist 98%ile or above in achievement for reading and/or math on a nationally normed test administered by a licensed psychologist.

- Work samples demonstrating mastery in reading and math

- Teacher recommendation

If the county AIG team determines that the student does demonstrate an extreme need for differentiation, the student will be identified as AG (Academically Gifted). An Individualized Differentiation Plan (I-DEP) will be developed by the student's AIG Specialist, classroom teacher(s), and parents.

Students in grade 4-5 are evaluated and identified for service by the AIG program through the multiple criteria in pathways 1 or 2.
Students in grades 6-8: Students previously identified for AIG services are placed in honors classes for math and reading in 7th and 8th grades. Students are also placed in honors classes in 6th grade for math and reading when honors classes are offered. A middle school team of teachers evaluates all students for honors class placement. (See ideas for improvement). Middle school students are identified for AG services based on pathway 1.

Students in grades 9-12:
In addition to the identification pathway 1 used in elementary and middle school, our high school personnel utilize a pre ACT score of 26 on math or reading as a screener for identifying students not previously identified in lower grades. Additionally, high school counselors are informed of 8th grade AIG and honors students prior to entering highschool. Students in highschool, self-select for honors with the advice of high school counselors.
The process and criteria for AIG student identification in Yancey County are as follows: Students referred to the AIG specialist through the screening and referral process are evaluated using the following Pathways:

Pathways: Students are selected in Fourth Grade and Fifth Grade for AIG Identification and available services through either of the two pathways. Middle school students are selected for AIG Identification and available services through pathway 1.
Pathway 1: Three of the four criteria must be met.
- Achievement (EOG) score of 95% (98% for Al) (Quantitative)
- Gifted scale score of 127+
- Academic performance of 93% this past year
- Aptitude (IQ) score of 91% (95% for Al)
(High school pre-ACT test score of 26+ reading or math).

Pathway 2: Three of the five criteria must be met.
- Achievement score (EOG) of 90%
- Gifted scale score of 127+
- Academic performance of 93% this past year
- Aptitude (IQ) score of 91%
- Portfolio evaluation (given if two of the above criteria are met) Additional information kept in the AIG files includes test scores (optional) from Duke Tip.

**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:** Stakeholders from ESL and EC are consulted in the referral and decision making process. We use a multiple criteria approach that utilizes both traditional and non-traditional measures.
Yancey County Schools AIG program uses nationally recognized cognitive ability/I.Q tests and statewide achievement tests (EOG) to identify students.

Yancey County Schools locally administer the CogAT (Cognitive Abilities Test) in grades 3-5 and the Naglieri IQ test for non-verbal (ESL) students grades K-5. This testing is also available to grades 6-12 upon request.

Additionally, YCS offers a portfolio process for grades 4 and 5. Our locally administered process serves to offset cultural bias and benefits highly recommended students who do not perform well on standardized group administered tests.

Gifted Academic/Behaviors are included with 3rd-5th grade referrals. The ESL Gifted Screening Instrument is used for culturally diverse students.

Pools of recommended and referred students come from AIG staff, classroom teacher, ESL staff, or student. ESL staff recommend any student that exits their program early and/or shows gifted characteristics.

Recommendations are referred to the AIG staff for further evaluation. Non-verbal tests are used for IQ evaluation. An ESL teacher is asked to assist in any test where student will need translation to ensure he/she does their best. An informative letter and permission to test form is sent home to the parents in their native language.

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

**District Response:** Yancey County Schools currently have one AIG Specialist. The specialist provides information and guidance for screening, referral, and identification to all elementary classroom teachers and administration and assists with middle school identification and screening.

- The same specialist provides services all 3rd grade Talent Search students and 4th-5th identified students in their appropriate subjects according to the Local AIG Plan.

- AIG screening, referral and identification information is available to the middle school identification teams upon request (see ideas for improvement).

- High school screening, referral, and identified processes are jointly provided by both the High School Identification team and the AIG specialist.

Tests are administered by a trained and certified AIG specialist. Parents are invited to meet with the AIG specialist and review identification materials.

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

**District Response:** Yancey County Schools disseminates information on AIG screening, referral and identification with the following practices:
- Classroom teachers share AIG information with parents at school meetings.
- Brochures, quick reference guides, and FAQs for parents/community are available.
- AIG specialist attends informational evenings at elementary schools to provide information about the AIG program.
- School website includes information on screening, referral and identification.
- AIG Specialist is available to host open interest meetings at district and school levels K-12.

**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:** Once documents on an AIG candidate are obtained, the AIG specialist evaluates the scores and the description of candidate indicated in the Giftedness scale inventory to determine how a student's needs will be best served. All decisions are based on the Multiple Pathways process created to provide alternate means for a student to qualify for AIG services.

Our county includes this information on each of the elementary school websites and will include this information on the county website under Curriculum Department files as well. We believe that we can and should provide this information in a variety of locations and forms to ensure that our processes are understood by all constituents.

Once these records are collected and compiled for each student, parents are sent a letter further explaining the process. The records are stored in locked file cabinets in an office at one of the elementary schools. Upon graduation from high school, the records are moved to locked file cabinets at the central office for a period of two years.

Parental forms are clear and consistent, providing parents/guardians information and an avenue for a grievance process. Parental consent forms are required for testing, identification, and services in the AIG program. Survey results indicate that teachers, parents, and administrators are well informed of the LEA's identification process and service options. This information is provided to parents of AIG students on an annual basis and is available on each of the Yancey County School's websites. Parents are informed of their child's identification process and types of services in a letter. Additionally, parents may request an in person meeting to review the identification process.

Recognized AIG designations in Yancey County:
AI - refers to students who qualify for both achievement standards and ability scores (I.Q.) in Communications and/or Math. - refer to Pathways. Pathways
AG - refers to students who qualify for Communications and Math based in part on achievement standards or a nationally normed ability verbal and quantitative scores. refer to Pathways.
AR - refers to students who qualify for Communications based on achievement standards or a nationally normed ability verbal score- refer to Pathways.
AM - refers to students who qualify for Math based on achievement standards or a nationally normed ability quantitative score- refer to Pathways.
IG - refers to students who qualify based in part on and nationally normed ability nonverbal scores (I. Q. scores)

**Ideas to Strengthen the Standard:**
1. We are researching low cost universal screen-er ability tests such as the CogAT as well as additional achievement tests (Fast bridge/ NC check) to add to our quantitative screening data and to assist with identification.
2. Recently, a teacher working in our county's middle schools obtained AIG licensure through a university. This teacher might be able to participate in AIG functions at the middle schools.
3. Reinstate the AIG identification process in 6-8th grades. A system for AIG identification for middle school students is available through the multiple criteria in pathway 1.
4. Periodically, our county updates its schools websites. On occasions possibly due to new staff, program links such as the AIG link, have been accidentally removed. We think a checklist for all programs that must be included on a school's website should be created for each school including a link to AIG Identification and services.

**Sources of Evidence:**
1. Additional sources of information available to all stakeholders
2. Training for school AIG Representatives on identification process
3. Training for ESL staff on identification process
4. More information and procedures translated into Spanish
5. AIG County website -Elementary Nurturing and Identification Services link
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: Yancey County Schools provides comprehensive services aligned to students' AIG identification. Currently, there is one AIG Specialist in Yancey County School's AIG program who works with all stakeholders to support the county's efforts to meet the needs of AIG students.

Academic and intellectual needs of AIG students are met by the county through a variety of methods such as: consultation, pull-out classes, honors classes, enrichment classes, whole class instruction and advisory assistance to all grade level teachers. Services are aligned with students' identification. Elementary AIG students have an AIG Specialist address their area of identification on a weekly basis.

Description:

Our K-2 program serves to assist teachers with differentiated learning and to provide resources and advice on accelerated learning and social and emotional needs of AIG students. For those students who are identified, An Individualized Differentiation Plan (I-DEP) will be developed by the student's AIG Specialist, classroom teacher(s), and parents.

3rd grade Talent Search students are pulled out after all testing and evaluation for 4th and 5th grade AIG identification is complete, for a weekly resource class to receive collaborative services based upon teacher recommendation and AIG Talent Search criteria. The AIG specialist also consults with regular classroom teachers to provide ideas, materials, and other resources as needed. A list of 3rd grade Talent Search students is used as a pool for identification for future AIG identification.

4th-5th identified gifted students receive small group pull-out services and some whole class honors services that directly address their academic and intellectual needs. Accelerated curriculum resources include units from the Center for Gifted Education – The College of William and Mary and Project M3 Gifted Math units from the University of Connecticut. DEP plans describe each student's identification and types of services.

6th grade AIG students are placed in an honors class in Language Arts and Mathematics and/or are provided an advanced or and enrichment class weekly decided by the leadership of each school.

7th and 8th grade AIG students are placed in Language Arts and Mathematics Honors classes that are peer grouped and provide an advanced curriculum on a daily basis.
High School students' needs are addressed by self-selected advanced honors classes, dual enrollment, advice and encouragement by counselors, and/or AP coursework.

Sources of Evidence:
• AIG staff notified of counselor meetings that involve a gifted student.

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

**District Response:** Yancey County’s gifted program is integrated into the total instruction program through school staff meetings, grade level planning, adherence to the local AIG plan and any offered local staff development. High school and middle school administrators and counselors have access to consultation with the AIG Specialist for assistance on understanding the local AIG plan and in meeting the needs of AIG students.

AIG specialist is available to meet with K-5 administration and classroom teachers to integrate gifted and regular classrooms' instruction, information, and practice. AIG teacher also collaborates with classroom teachers to combine enrichment and differentiated instruction with daily classroom instruction. AIG specialist is available to meet with 6-12 grade level administration and counselors to provide information on differentiated instruction and best practices for AIG students.

AIG staff receive training on North Carolina’s Common Core and Essential Standards and align their enrichment/lessons with the NCSCOS.

**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:** All Yancey County schools use grouping strategies for our high ability students.

Currently only one of five elementary schools has a large enough population to employ grouping strategies within each grade level. In this school, K-2nd grade students are grouped for language arts within their classroom. This school uses rotation flexible classroom grouping for 3rd-5th grade. The students are placed into groups of capability who rotate together throughout the day. Curriculum is adjusted to meet the needs of these high ability groups.

Beginning next fall a second school will also have this capability. Students are evaluated quarterly by grade level teachers to ensure they are being successful in their group. The AIG specialist is advised when AIG students are not being successful or showing growth.

All other elementary schools have one or two classes per grade level. K-2nd grade students are grouped for language arts within their classroom based on their reading levels.
3rd through 5th grade AIG students at all schools are pulled out based on their area of qualification for accelerated and/or enrichment activities.

In sixth grade, one middle school has implemented an honors class model for reading and math and provides a weekly enrichment class, the other middle school provides an honors class for mathematics and weekly enrichment and/or accelerated curriculum to students per area of qualification.

The two middle schools group students into honors classes for seventh grade through eighth grades. Additionally, the AIG specialist is available for consultation with school administration to enable each school to provide acceleration and/or enrichment depending on the needs of each school.

High school AIG students self-select Honors courses, AP courses, or dual-enrollment classes. They must show past evidence that they are capable of handling the advance curriculum for initial placement.

**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:** Teachers, administrators, support staff, and parents are informed about local AIG service delivery and program instruction through various delivery vehicles. All parents of AIG students sign a Differentiated Curriculum Plan at time of identification and during transition to middle school and high school to communicate how students will be served based on their demonstrated needs.

Methods used to inform total community about the local AIG program, differentiated services and instructions include:

- Each elementary school has an AIG classroom page that contains up to date activities and services for their gifted students.
- Letters are sent home for 3rd grade nurturing students, providing information on enrichment services and explanation of further AIG identification.
- Periodic reports are sent home for 4th-5th grade identified students.
- The middle schools and high school have a link to the countywide AIG web page, which provides detailed service delivery and program instruction.
- A link to the Local AIG plan is posted on county's AIG web page.
- AIG specialist offers staff development on AIG program and differentiation at elementary schools.
- AIG coordinator/specialist provides support to high school and middle schools upon request.

**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:** AIG coordinator/specialist communicates with teachers and schools (K-12) regarding AIG services yearly and at all transition points.

Communication occurs through: school wide meetings, teacher meetings, grade level meetings, and informal meetings with individual teachers, parents, and administrators and AIG personnel from other counties in regard to incoming AIG students.

AIG Specialist communicates regularly with teachers to discuss the status of K-12 services and plan for service needs, especially at transitional points.

The Elementary school specialist communicates with K-2 teachers through weekly informal meetings, grade level meetings, school wide teacher meetings and requested individual meetings to help classroom teacher meet the needs of younger gifted students. The Elementary school specialist also communicates with 3rd, 4th, and 5th grade classroom teachers through weekly informal meetings, grade level meetings, school wide teacher meetings, and informal meetings to communicate how gifted students are serviced. The AIG specialist communicates with the middle schools with regard to AIG students transitioning to middle school.

AIG specialist communicates with high school administration and counselors on an "as needed" basis. Middle school AIG students transitioning to High school are informed of honors class options by high school counseling staff.

**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:** AIG specialist, classroom teachers, guidance counselors, and administrators' meet as needed with students and/or parents to address social and emotional concerns. Student/counselor meetings include AIG staff when requested or warranted. AIG office has social and emotional resources available to counselors, teachers, and administrators for support.

Social and emotional needs of K-12 gifted learners are delivered by their placement in appropriate learning environments and by school counselors. Continued communication between AIG staff and school counselors help gifted learners.

**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:** The process of implementation for accelerated instruction and placement
options, when an appropriate body-of-evidence indicates that such a practice is warranted, occurs through collaboration among AIG staff, teachers, counselors, administration, parents, and student.

The AIG program uses the following guidelines to assist principals. Any change in placement is ultimately the principal's decision once all information is gathered.

Early Admission into Kindergarten:

For early admission into kindergarten, the state standard (policy ID # GCS-J-001) is used as a guideline.

Subject Advancement Guidelines: Specific requirements must be met for a student who requires a far more rigorous curriculum:
- Recommendations by classroom teacher, AIG specialist/coordinator, principal, and parent
- Completion of Iowa Acceleration Scale for subject advancement
- Two years above grade level on individual assessments
- Social/personal development
- Student motivation and interest

Grade Advancement Guidelines: Grade advancement can be an effective curriculum change for students who require a far more rigorous curriculum than can be made available in a peer, age-group setting. The following are recommended for grade advancement:
- Recommendations by classroom teacher, AIG specialist/coordinator, principal, and parent
- Completion of Iowa Acceleration Scale
- Two years above grade level on individual achievement test
- Social/personal development
- Student motivation and interest

Dual enrollment/college level work may be considered when the following have been met:
- Satisfactory completion of high school graduation and/or prerequisite requirements.
- Student's motivation, interest
- Student/parent expense
- Teacher recommendation
- Guidance counselor recommendation

Local AIG Plan, 2016-2019 Page 30 of 47 5/25/2017 AP/IB offered when the following have been met:
- Evidence of past success and/or prerequisite requirements
- Recommendation by teacher and/or counselor

CDM offered when the following have been met:
- Currently only offered in grades 9-12
- Offered for specific courses
- Student/parent meeting to explain process and implications
- Satisfactory completion of Phase I and II to demonstrate understanding and application of content

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

**District Response:** Yancey County Schools AIG Program provides K-12 intentional services for traditionally under-represented AIG populations including: culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Since Yancey County Schools is an economically disadvantaged system with eight (out of ten) School-wide Title I programs, we are always providing services for our economically disadvantaged students.

ESL students, twice exceptional students (identified through close communication with each school's EC specialist, and highly gifted students are applicably serviced by gifted staff, ELS teachers, EC teachers, classroom teachers, and counselors through classroom differentiation, pull-out, independent study, or acceleration.

AIG services for our gifted ESL students are inclusive with total AIG student population. Social and emotional issues with our AIG/ESL population is addressed with the help of our county’s ESL counselor. ESL and AIG Coordinator have developed an ESL Gifted Screening Tool that provides a list of culturally appropriate and high achieving behaviors of our ESL population. This tool has been developed to help all classroom teachers recognize advanced cultural traits and increase recommendation for further testing. It is used as a referral for gifted evaluation and as a Gifted Characteristics Scale component to placement in the AIG program.

AIG teacher meets informally with the EC teachers and counselor(s). The groups work together to ensure that all teachers are aware of students who are twice-exceptional. AIG coordinator/specialist monitors EC/AIG students’ academic progress. AIG personnel and school counselors meet individually to discuss at-risk gifted students to offer assistance and provide interventions.

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

**District Response:** There are many extra-curricular opportunities available for AIG students to enhance their needs and interests. Yancey County Schools AIG Program seeks out these programs for AIG students and encourages them to participate.

Opportunities for extra-curricular programs and events that enhance and further develop the needs and interests of AIG students are available through many programs including DUKE TIP talent search (4-6th and 7th grade). Information on these programs is sent to parents by email, letters home, and AIG website. Spanish versions are sent to parents when appropriate.

Summer camps for gifted are placed on the AIG website and pamphlets for these camps are sent home by the county.
Sources of Evidence:
• DUKE TIP talent search 4-5th and 7th grade.
• Governor’s School
• Available camps and opportunities for all AIG students at all grade levels.
• AIG field trips (dependent upon grant awards)
A robotics club is encouraged by AIG specialist
An array of theater classes are available at Parkway Playhouse.

Sources of Evidence:
2A Sources of Evidence:
• AIG staff notified of counselor meetings that involve a gifted student.
• AIG specialists’ clearly defined subject and service schedule.

2B Sources of Evidence:
• Schedules and class lists of AIG specialists and Honors classes.
• Program goals and resources.

2C Sources of Evidence:

2D Sources of Evidence:
• Summary reports
• Nine weeks report
• AIG classroom web pages

2E Sources of Evidence:
• Effective communication included in teacher survey.
• Presence at school functions; open house, parent night and other functions (math night/ reading night etc.), and committee/advisory meetings.
• Weekly communication with stakeholder teachers/administrators.
• Shared program administrative time for AIG staff.
• AIG lesson Plans

2F Sources of Evidence:
• List of available social and emotional resources
• Meeting notes with counselors
• AIG curriculum addressing social and emotional needs

2G Sources of Evidence:
• State Early Admission Form
• Iowa Acceleration Scale
• Yancey County CDM Guidelines

2H Sources of Evidence:
ESL Gifted Screening Instrument
Independent study forms
List of students

2I Sources of Evidence:
• DUKE TIP talent search 4-5th and 7th grade.
• Governor’s School
• Available camps and opportunities for all AIG students at all grade levels.
• AIG field trips (dependent upon grant awards)
Find appropriate place for this information
K-2 students are serviced through:
• providing available materials, resources and advice, helping classroom teachers differentiate for advanced students
3rd grade Talent Search students are serviced through:
• pull-out resource services

4th -5th grade students are evaluated and identified by a multiple path process and consultation between AIG specialist and classroom teacher. DEP plans give all stakeholders information of identification and services. AIG students and high achieving math students are serviced through:
• pull-out resource service for identified students
• serviced in identified subject
• Service is aligned with NCSCOS and local grade-level pacing guide 6th grade students are serviced through:
• pull-out resource class and whole class (advanced heterogeneous grouping).

AIG team evaluates upcoming 6th, 7th and 8th grade students identified in Language Arts and/or Math to match their needs to an appropriate placement. This placement includes honors class placement in Language Arts and Math when available and/or an advanced class addressing AIG students' needs on a weekly basis.
6-7-8th grade students are serviced through:
• Clustered and advanced curriculum in identified subject
• Language arts and math curriculum designed for enrichment and acceleration

High School gifted student's self-select Honors courses in their identified domain as well as other subjects. High school students' other options are AP courses, online courses, and dual enrollment.
9-12 grade students are serviced through:
• Honors classes -advanced courses that cover traditional content and advanced topics, discussion and responses based on NCSCS
• Advanced Placement Courses,-college level courses and examinations bases on AP course requirements
• Concurrent College Enrollment –available local or online dual enrollment college courses
• Special Schools, available state schools that offer advanced math and science curriculum Social and emotional needs are met by school counselors at each level.

**Ideas to Strengthen the Standard:** We will create a form to remind school wide and counseling personnel of the social and emotional needs of Gifted students and the importance of including AIG specialists in addressing these needs. This form will be sent out annually and as needed.

**Sources of Evidence:** 2A
• AIG staff notified of counselor meetings that involve a gifted student.
• AIG specialists’ clearly defined subject and service schedule.

2B
• Schedules and class lists of AIG specialists and Honors classes.
• Program goals and resources.

2D
• Summary reports
• Nine weeks report
• AIG classroom web pages

2E
• Effective communication included in teacher survey.
• Presence at school functions; open house, parent night and other functions (math night/ reading night etc.), and committee/advisory meetings.
• Weekly communication with stakeholder teachers/administrators.
• Shared program administrative time for AIG staff.
• AIG lesson Plans

2F Sources of Evidence:
• List of available social and emotional resources
• Meeting notes with counselors
• AIG curriculum addressing social and emotional needs

2G
• State Early Admission Form
• Iowa Acceleration Scale
• Yancey County CDM Guidelines

2H
• ESL Gifted Screening Instrument
• Independent study forms
• List of students

2I
• DUKE TIP talent search 4-5th and 7th grade.
• Governor’s School
• Available camps and opportunities for all AIG students at all grade levels.
• AIG field trips (dependent upon grant awards)
• Number of AIG students participating in local theater programs.
• Number of AIG students participating in county library and robotics clubs.
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: Yancey County AIG specialist continually evaluates and modifies curriculum to align it with North Carolina’s Common Core and Essential Standards (SCOS). Rigorous and relevant curriculum has been researched and/or purchased from gifted resources and is applicable to students' abilities and readiness.

AIG specialist consults with coordinator and teachers to make grade level decisions on specific curriculum for differentiation, extension and acceleration strategies, and for appropriate materials needed to adapt these resources to the NC Standard Course of Study.

AIG specialist has attended local workshops on North Carolina's Common Core and Essential Standards (SCOS) and align gifted curriculum with state standards in both elementary and middle school programs, adding rigor and differentiation for gifted students. Honors/Teachers have opportunities to attend workshops on differentiation. School Administrators and teachers are informed how gifted curriculum aligns with state standards through NC DPI web link, conferences, or unit plans.

Students are serviced according to their area of qualification (math and/or communication skills) in resource small group pull-out classes for 4-5th grade and Honors classes in 6th through 12th. Areas of qualification are documented on students' DCP plans and on Power School.

AIG and/or classroom service options include: differentiated enrichment curriculum, individual studies, compacting, and subject or grade acceleration.

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: Currently, learning profiles are being used by AIG specialist to create and employ effective instructional practices to AIG students according to their identified abilities, readiness, and interests. Survey results have consistently supported our Rationale; over 90% of the AIG students and their parents agree or strongly agree that they have opportunities to learn how to solve problems in different ways in the gifted program.
HS honor course classes align with state's advanced guidelines.

AP and Dual Enrollment courses are available. Student interest surveys and learning style indicators provide a way to address student's needs, abilities, and interest.

Elementary school specialist, formally and informally consults and supports classroom teachers in subject and/or cluster grouped classes and use interdisciplinary units in 4th and 5th grades.

Middle schools have created classes to target AIG student needs on a weekly basis.

High School addresses ability levels by offering honors classes, advanced placement courses, and dual enrollment in various subjects.
Service is provided at elementary and middle school levels through the following methods:

*AIG consultation/support
*Resource Pull-out (according to area of identification)
*Advanced content
*Subject grouping
*Cluster grouping
*Subject acceleration
*Grade acceleration

High School provides:
*Honor classes
*Advanced Placement
*On-line classes
*Dual Enrollment
*Credit by Demonstrated Mastery

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

District Response: AIG specialist incorporates a variety of research-based supplemental resources that augment curriculum and instruction.

AIG specialist provides resources for classroom teachers.
AIG Program has a resource library of materials, lessons, and some manipulatives, available to AIG specialist and classroom teachers to help with acceleration and/or differentiation. Additionally, the AIG program utilizes web-based resources to support differentiation and augment curriculum instruction.

Resources are also available to help administrators, teachers, and parents with the social and emotional issues of gifted students. Several books on AIG/gifted learning are also available to teachers at both elementary and middle school. These resources are centrally located and available for loan upon request.

Examples of gifted sources of enrichment and extension include: William and Mary, Project M3, Khan
Academy, Makerspace, NASA, and the AIG-IRP website.

Elementary Methods include:
- Hands-on Activities
- Cooperative Learning
- Problem/Project Based Learning
- Cooperative Learning
- Peer teaching
- Caesar’s English

Middle School Methods include:
- Critical thinking skills
- Logic Problems
- Problem/Project Based Learning
- Hands-on Activities
- Clustering
- Paul Coverdale Peace Corps website for teachers
- Ability grouping
- Jr. Great Books
- Word within a Word-Vocabulary
- Modified Simulation activities by Interact (Examples-Why Wage War/ Empire/ Atlantis)

High School Methods include:
- Block Scheduling
- Research projects
- Cooperative learning
- Independent studies
- Internships
- Virtual Learning
- Credit Demonstrated by Mastery

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

**District Response:** Elementary specialists use gifted curriculum that fosters the development of future-ready content and process, based on NCSCOS. Gifted curriculum is researched based, and resources are obtained from qualified sources.

AIG specialist develops lessons and units utilizing a variety of advanced and highly credible web-based and non-web based resources to address both student interest and common core objectives. Evidence of AIG enrichment demonstrating problem solving, civic economics, critical thinking, self-direction, global awareness based on common core grade level objectives is demonstrated in lesson plans and include the following samples of elementary and middle school AIG activities.
Samples of lessons include but are not limited to:
1) Exploration of Utopian and Dystopian societies
2) Global and Cultural awareness activities
3) Simulations such as "Ancient Empires," a multi-unit enrichment activity includes problem solving, critical thinking, economics, health, communication and self-direction in many or all of its sessions.
4) Analysis and modern adaptation of literature such as Shakespeare.
5) Develop solutions to real and simulated problem based units/lessons that address 21st Century content and skills such as design, economics and alternative energy.
All samples provide opportunities to infuse global awareness, critical thinking, problem solving, communication, social responsibility, self-direction and more.

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

**District Response:** Currently, AIG the specialist provides coaching and enrichment lessons and activities that support common core grade level objectives. The specialist uses on-going formative assessments and input from subject area teachers to differentiate curriculum and instruction.

AIG in elementary schools is currently a resource program for K-5 that provides weekly enrichment and or supplemental activities in the classrooms/honors classrooms for grades 3-5. Individual schools use student data to create flexible grouping throughout the school year. YCS Middle schools and High Schools follow best practices for differentiation as directed by administration.

Classroom and honors teachers are not evaluated or assessed for differentiation by gifted personnel. Differentiation is included in the school system's teacher evaluations. The gifted resource classes use formal and informal assessments to evaluate students' achievements and determine where to differentiate curriculum and instruction. Evidence of differentiation is infused and included in lesson plans.

Various test results and indicators, such as those derived from Discovery Education and End of Grade and Course tests, are shared with the AIG specialist, math and language arts teachers, and administrators throughout the year to determine where to differentiate curriculum and instruction.

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

**District Response:** The AIG Specialist works at each school with educational personnel to provide academic, intellectual, and social/emotional opportunities for gifted learners. Results from self-assessment indicate a need for additional staff development in meeting the social and emotional needs of gifted learners and providing resources for parents of gifted students.

The social and emotional needs of AIG students are supported through effective curricular and
instructional practices. These include but are not limited to a selection of shared inquiry discussions targeting social and emotional issues of prodigious students, such as perfectionism, as well as meta-cognitive and learning styles activities to develop self-awareness skills.

Increased contact and communication with school counselors and EC and ESL staff has enabled the AIG specialist to improve curricular and instructional practices to address the needs of the AIG population.

The AIG specialist provides staff development in the social and emotional needs of gifted students upon request. The targeted audience is classroom teachers, administration, and school counselors.

The AIG Specialist informs parents and teachers of the availability of AIG resources in the AIG resource rooms at elementary and on their webpage.

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

**District Response:** To promote differentiated instruction, teachers are given an Academically Intellectually Gifted Behaviors Checklist to help themselves, AIG program, and future teachers identify potential gifted students.
AIG elementary specialist has time designated each day to counsel with K-2 teachers and provide appropriate assistance whenever possible. Iowa Acceleration Scale and Abilities testing is provided by AIG program to assist in proper placement for young gifted students.
Forms that clarify the 3rd grade Talent Search identification program and explain the services have been created and implemented. Third grade is provided enrichment services through a weekly pull out resource class.

These increased efforts to better assist kindergarten through second grade teachers with differentiation and to clarify our nurturing program to third grade teachers, has improved our K-3 program.

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

**District Response:** AIG specialist regularly communicates with classroom teachers to discuss ways to differentiate curriculum and to meet the needs of advanced students and is available upon request. Administrators are advised and consulted needed.

The following have greatly enhanced the collaboration necessary to implement differentiation:

1. Interventions such as increased use of technological advancements in communication such as virtual communication via Google documents
2. Administrative decisions, to locate AIG offices near other support personnel including EC, ESL, Gear Up and other programs with connection to AIG students, to increase collaboration and
3. Periodic whole class modeling of differentiated practices by AIG specialist. The AIG specialist consults with teachers weekly and meets each grading period to develop differentiated curricular and instructional practices with different grade levels during planning times during the school day.

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

**District Response:** AIG students require differentiated curriculum and services that match their needs determined by their assessment and placement in the gifted program. All identified students have a Differentiated Education Plan (DEP) that describes their placement and is signed by the AIG Coordinator, AIG Specialists, Administrator, parents and classroom teachers.

These DEP plans show evidence as to how students are identified and placed, as well as their learning environment and content modifications. This document is reviewed with AIG staff, administrators, teachers, and parents to ensure consistent and quality programming and services. AIG students' DEPs are reviewed to ensure that the instructional services match the identified needs of each student. Students are serviced in the following learning environments that address their needs.

Resource Classes that address ELA and/or Math and content modification include:
Elementary Schools DEP:
- Enrichment activities in ELA and/or Math
- Required reading
- Research
- Products
- Thinking skills
- Problem solving
- Technology

Middle School DEP:
- Sixth grade Resource Classes that includes:
  - Enrichment activities in ELA and/or Math
- Required reading
- Research
- Products
- Thinking skills
- Problem solving

Seventh and Eighth Grade offers cluster groups to match evaluated needs of AIG students including:
- Advanced Classes in ELA and/or Math, Pre-Algebra in Seventh Grade and Algebra I in Eighth Grade or regular classroom environment.

High School DEP:
- Students self-select Honors, Advanced Placement, or Dual Enrollment courses.
Content modifications include:
Advanced study based on Honors Level Course Rubric Framework
Advanced content based on AP Course requirements
Advanced study based on college curriculum

**Ideas to Strengthen the Standard:** Suggest and inform the LEA about workshops on differentiated instruction and "Future Ready" content and skills for all classroom teachers and faculty.

Encourage teachers to attend workshops on differentiated instruction and "Future Ready" content and skills.

Continue to look for units and resources that meet the needs of gifted students, and support honors teachers in their efforts to differentiate instruction and to extend common core objectives and lessons in their honors classrooms.

**Sources of Evidence: 3E:**
Sources of Evidence:
• Students' assessment to determine acceleration
• Formative and summative assessments to evaluate students' learning
• Unit Lessons that show use of differentiated assessment
• Professional development offered by NCDPI

**3F:**
Sources of Evidence:
- Staff development rosters (Social/Emotional Issues)
- Curriculum lessons that address social and emotional needs of students
- Counseling sessions documented
- Information for parents and teachers on the availability of AIG resources-
- Agendas for Parent Meetings
- Student created project/problem based learning products that demonstrate socio-emotional characteristics.

**3H:**
Sources of Evidence:
• Technological advancements and acquisitions such as Chromebooks, Google Docs. etc. provide increased ability to communicate and record evidence of collaboration.
• It is evident that a change in location of AIG office space in various schools has occurred. While this does not ensure increased collaboration, it does greatly encourage collaboration.
Sources of Evidence:
• Technological advancements and acquisitions such as Chromebooks, Google Docs etc. provide increased ability to communicate and record evidence of collaboration.
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: Yancey County employs an AIG Coordinator who is an experienced teacher and principal who holds a local license in AIG and has been employed as an AIG specialist. The AIG Coordinator oversees the implementation of the Yancey County Academically/Intellectually Gifted Education Plan and keeps current with legal issues and DPI AIG and Common Core changes pertaining to gifted education.

The AIG Coordinator advises the Specialist on all program duties to further develop the AIG program. The Coordinator ensures that the Specialist maintains records of AIG students and creates and administers differentiated Education plans to all AIG students and evaluates current AIG students and AIG candidates. The Coordinator also supports the Specialist on all matters pertaining to informing the county, parents of AIG students and other stakeholders, of AIG matters. This coordinator also is informed of accurate student headcounts and reviews all information prior to submission. The Coordinator is kept current on AIG news and information gathered by the AIG specialist at AIG Roundtable (regional) meetings and the NCAGT conference.

The Coordinator works with the Specialist to look for ways to provide Professional Development opportunities to teachers and faculty.

Practice B

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

District Response: There is one AIG Specialist in Yancey County Schools who is engaged in services and activities that address the academic, intellectual, social, and emotional needs of gifted learners.

Additionally, Yancey County employs a teacher who recently became AIG licensed through a university program who works in one of the middle schools.

The AIG Specialist is a highly qualified teacher. To ensure that the AIG teacher is engaged in tasks which address the needs of gifted learners, the AIG Specialist collaborates with classroom teachers and the site-based administrator to establish a viable schedule that provides time for service delivery for identified gifted students, collaborative planning, and consultation.

The current AIG specialist develops and supports a curriculum that addresses academic, intellectual, social and emotional needs; i.e. NCSCOS objectives based lessons as well as personality / learning
profiles and PowerPoint and other portfolio self-assessments.

**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:** Yancey County Schools' requires teachers to attain an AIG add-on license through an university program to be an AIG Specialist.

We have three AIG licensed teachers certified by this process. One teacher is an elementary school principal with AIG experience and who is working as the AIG coordinator. One AIG licensed teacher holds an M.Ed., has National Board certification and is currently working as the AIG elementary school Specialist with additional Coordinator duties and provides the AIG program services to identified K-5 AIG students and assists middle school AG evaluation teams with 6-8 identification. The third AIG licensed teacher works as a middle school social studies teacher who works with advanced students and helps with the AIG identification in Middle School.

The AIG specialist is working with the AG team to adopt options through WRESA to enable Yancey County teachers to take education classes on AIG for regionally reciprocal AIG endorsement. Professional development on the county level strives to address Social/Emotional and Academic needs of learners through a variety of Professional Development opportunities.

Yancey county is currently participating in several programs that address social/emotional needs of students. Project Lead the Way, Resource for Resilience, and Youth Mental Health all address social/emotional needs of students through training for administrators, counselors, teachers, parents and students.

In addition to understanding "Gifted Myths," the YCS AIG program recommends the following Professional Development: Counselors: Social/Emotional and gifted traits, Teachers: Differentiation and Social/Emotional and Gifted traits, Administrators: Gifted traits and Differentiated instruction for administrators.

**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:** Yancey County Schools is a small rural school system. Several elementary schools have one class per grade level. None of the elementary school system's classroom teachers teaching general education services have earned an AIG add-on license. Effort is made to place students with highly qualified teachers. AIG specialist and/or coordinator advise middle schools in the selection of students to be placed in advanced/honors classes. There is one AIG certified middle
school teacher teaching a general education class.

AIG headcount is shared with placement teams. Schools select the most qualified teachers to work with AIG students. Honor class teachers must submit a syllabus showing how they are accelerating their subject.

High school teachers, who are teaching Advanced Placement classes, are trained and qualified through the College Board Program. AIG presentations and professional developments sessions are used to assist classroom teachers, but do not provide an AIG add-on license.

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

**District Response:** The district requires all staff development (including AIG) to be aligned with the DIP and SIP Improvement Plans. The AIG coordinator and specialists have PDP's that support AIG program and professional development goals.

AIG staff is constantly looking for no cost or free professional development that provides personal and professional growth. AIG staff participates in school and/or district wide professional development opportunities that are aligned with the local district, school, and the AIG program.

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

**District Response:** The AIG Specialist provides, with the support of the county, differentiation training and information to teachers. Additionally, AIG resource materials are available to help with planning and delivering differentiated services in the classroom. Grants have been received for advanced science lessons and supplies to be loaned to teachers. To stay current and dynamic, our AIG program must find creative ways to provide these opportunities including virtual classroom communication such as Zoom or Google Meets.

**Ideas to Strengthen the Standard:** 4C
--Inform all stakeholders of professional development requirements and opportunities involved in AIG program and service.
--Begin to develop a regional AIG endorsement process with potential for reciprocity within the region.
--Collaborate with neighboring LEA's to offer AIG professional development
--Work with administration to develop and provide incentives for honors teachers and teachers who
teach AIG students.

4F
--Find creative ways to help teachers plan, implement, and build AIG program and services.

**Sources of Evidence:** 4A:
Sources of Evidence:
• AIG coordinator: holds a Master's in Comprehensive Education -AIG.
• Credentials/certifications of the AIG Coordinator
• Agendas and minutes from county-wide Advisory Board meetings
• Board of Education minutes
• Agendas and minutes from AIG Specialist meetings
• Accurate headcount for AIG students
• Timely submission of documentation (headcount/AIG plan)
• Staff development attendance documents
• Survey summaries
• Attendance documentation at regional and state meetings
• AIG Plan

4B:
Sources of Evidence:
• AIG specialist: holds an M.ED., National Board status, and AIG license through Western Carolina University.
• Record of professional development accomplishments of AIG staff.
• AIG license
• Samples of lesson plans.

4C:
Sources of Evidence:
• Local staff development/workshops.
• Materials developed to assist classroom teachers with gifted students.

4D:
Sources of Evidence:
• State and local budget
• Shortage of teachers with AIG license
• AP training for high school teachers
• Local professional development

4E:
Sources of Evidence:
• AIG personnel evaluations
• List of attended staff development
• List of developed and presented staff development workshops
4F:
• AIG Specialist planning periods indicated on daily schedule
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: Partnership with parents/families are met through formal and informal community and school based communication. Many of our parent/school partnerships exist within each of our schools. At times, successful partnerships spread throughout our school system. This is expedited via county web page, periodic reports (3rd- 5th), web/printed newsletters, advisory meetings, parent nights and subsequent conferences, surveys, and email. Surveys give parents, and AIG program feedback on how AIG students needs are being met. AIG website, classroom links, and active and periodic communication by the AIG specialist provides information to parents/families on community and school based clubs and activities that address intellectual and socioemotional needs of AIG students. Many of our two way partnerships begin at one school and spread throughout the school system (ie. Parent initiated - World Peace Games).

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: Information regarding the local AIG program and other policies relating to gifted education is shared with AIG stakeholders on:
• Yancey County Schools AIG web site.
• Each of the Elementary Schools and the County has a link to AIG information on their webpages.
• Stakeholders are directed to these sites at various meetings and in their student’s nine week reports.
• Individual school and county newsletters are also available for communication.
• Students’ DCP plans inform stakeholders of the different types of provided services.
• Surveys are developed in correlation with AIG Standards and Practices, exposing and informing the outline of the AIG Program to all stakeholders.
Practice C
Establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff.

District Response: The AIG Advisory Committee includes all/any administrators, teachers, and AIG parents of all grade levels and reflects the diversity of the community. Specific AIG representatives are present in each elementary school to assist with any questions regarding AIG. There is frequent face to face communication between the AIG specialist regarding AIG issues. Parents of ethnically diverse AIG students are included on the AIG Advisory committee. Communication between ESL and AIG staff helps to increase involvement of multicultural stakeholders in the development, implementation, and monitoring of the local AIG program and plan. Our larger AIG team including all stakeholders meets twice yearly to address key topics and to look over data such as AIG surveys and Child Counts data relevant to improving our program. Parental communication in their native language is provided as needed.

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: The AIG Specialist and the county informs students and families of opportunities as they become available. Opportunities are communicated in various ways. This information in translated into needed native language with the help of ESL staff.

When opportunities for AIG students become available, parents are notified in several ways. Types of communication used are: student reports, county newsletters, articles in local papers, face to face communication, and/or personal phone calls.

Our ethnic population speaks Spanish. Our county's ESL department translates forms, information, and opportunities into Spanish for the AIG Program as needed. When necessary, ESL staff will attend a meeting and/or make a personal phone call to the parents.

Many of the brochures sent to our attention (such as Duke TIP) are available in a Spanish edition and sent home to the parents.

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: Yancey County Schools AIG Program has partnerships with local educational clubs and businesses.
We will continue to develop and implement partnerships with institutions of higher education, local businesses and industry as well as other stakeholders to provide expertise and material support for AIG services. Utilization of clubs, retired volunteers with expertise in academic and commercial careers, and local and federal agencies to enhance and gain support for the AIG programs and services in our county.

We seek opportunities for partnership with parents/families and community to gain support for and enhance the AIG program.

In the past few years we have increased our partnerships of higher education, local business and community partners to include the following:

• Community Robotics teams: This is a community based team comprised of many AIG students who compete on a robotics based yearly challenge.

• Parkway Playhouse Jr.: This local program works with gifted students to produce and perform two annual plays a summer camp and conservatory classes. The fall play goes to the JTF national competition in Atlanta in the spring to compete in acting, dancing and music events.

Classes include:
• PlayMakers: Building on the foundation of voice, movement, character development, and storytelling, students will begin learning specific styles in acting.
• StageMasters: This advanced theatre class will explore methods and styles of acting, allowing students to hone their craft.
• Broadway Bound: For all the Broadway hopefuls, this class focuses solely on the art of musical theatre.
• Improv for Teens: This course will train students to be "in the moment" and spontaneous in the responses as it relates to improvisation.
• Stars of Stage Craft: Students will learn the skills needed to construct sets, build props, hang and focus lighting instruments, costume actors, and a variety of other techniques.

• Gear Up: This Upward Bound College Awareness program shares many similar goals with our AIG program. Many of our AIG students participate in Gear Up activities and competition.

FBLA: Future Business Leadership Association: Many AIG students meet, travel and compete in activities with FBLA.

FFA: Many AIG students participate in Future Farmers of America, a career and technical student organization that promotes and supports agricultural education.

Math Counts: A competitive mathematics program that promotes mathematics achievement through a series of fun and engaging "bee" style contests is made up of our AIG students.

• Magic: In Yancey County, the MAGIC (Making Academic Gains in Children) after school program is in all of our elementary and middle schools. This program fosters the physical, social and emotional growth of each child, including the AIG students.
Ideas to Strengthen the Standard: 5A

• Add parent partnerships with activities
• Use website to inform parents of available opportunities
• Use parents and community members with special skills as guest Speakers
• More AIG and school personnel presence/participation in Playhouse projects, Odyssey of the Mind, Maker Space, and Robotics clubs.

Sources of Evidence: 5A Sources of Evidence:
• AIG county web page
• 9-week reports
• Web Newsletters
• Surveys
• Email
• Parent Conferences (need based)

5B Sources of Evidence:
• Yancey County Schools AIG website.
• Nine week reports for 4th-6th grades
• Surveys
• Parent meeting handouts
• Teacher meeting handouts

5C Sources of Evidence:
• Minutes and member list of AIG Advisory Committee
• List of AIG students by ethnicity
• Communication and forms translated into Spanish

5D Sources of Evidence
• Forms translated into Spanish

5E
• Playlist and class registers of local academic clubs such as Parkway Playhouse and Gear Up.
• Large number of public school teachers participating in local arts and technology venues as evidenced in local news articles, playlists and rosters.


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: Yancey County Schools reviews and renews the AIG plan every three years according to state legislation and policy. The AIG plan is submitted to the School Board for approval and sent to the state's Department of Instruction to be reviewed by AIG peers.

Self-assessment and yearly surveys, which are sent to all our stakeholders, provide a guide for the program's effectiveness and necessary improvements. These assessments are used to evaluate each standard and practice, and determine the implementation of each.

Yancey County AIG Specialist meets regularly with AIG Coordinator to review services and practices that align with the local AIG Plan.

The AIG specialist informs stakeholders of the standards and practices included in the AIG plan and gathers information on ideas for improvement through communication with the Advisory Board, teachers, counselors, and parents. The AIG specialist, with consultation with the AIG coordinator, writes the AIG plan which is reviewed by various stakeholders including the AIG coordinator before being reviewed by the Advisory Board. Recommendations and revisions are made and the AIG plan is finally presented before the members of the School Board for final approval. The plan is then submitted to NCDPI and SBE by June 15.

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: Implementation of plan is carefully monitored by AIG coordinator and specialist. Yancey County AIG Specialist reviews services and practices that align with the local AIG Plan.

Meetings with local AIG Coordinator and superintendent occur on an "as needed" basis. Periodic meetings with Advisory Committee help monitor local plan. School Board and Superintendent are given the State's peer review report. The AIG plan is referred to when there are any questions regarding implementation of local program.
Practice C
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: Local budget shows state funds allotted for AIG program are used for the AIG Program. Budget report is requested and received from the local LEA finance office on a yearly basis. Allotted State funds cover salaries. AIG funds currently cover one AIG Specialist as well as partial salary of a newly AIG licensed middle school teacher. Limited funding for AIG program, team, materials, and professional development are available through local funding sources.

AIG specialist actively seeks additional funding through grant opportunities to supplement funds for materials and activities.

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

District Response: The AIG program has direct access to student achievement and growth data through PowerSchool. The AIG program has limited access to EVAS data. Additionally, student achievement scores and dropout rate can be attained.

EOG and/or EOC test performances of identified students are currently reviewed and analyzed for annual growth. These are recorded and placed in their AIG file. Each student's file is stored in AIG office.

AIG participates with GEAR UP, a program designed to discourage student dropout and to encourage college participation.

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: Culturally/ethnically diverse, twice exceptional, and ESL students are often overlooked or misdiagnosed. Careful and intentional monitoring of underrepresented populations in the local AIG program is important to ensure the local AIG program is meeting the needs of all students. Headcount of all students, including culturally diverse students, are reviewed semi-annually to compare the demographics of the district to the AIG population.

The AIG specialist monitors the number and progress of underrepresented students in the local
program. Classroom teachers and administrators are encouraged to look for gifted characteristics in these populations. ESL teachers and/or counselors are consulted regarding ESL and culturally diverse students. Underrepresented students who show potential are closely monitored and/or nurtured. Recommendations for further evaluation from classroom teachers and the ESL teacher are accepted at any time, and appropriate alternative (non-verbal) assessments are used for identification.

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

**District Response:** AIG Specialist has a Masters degree in Education, National Board Certification and an add-on license in gifted education from Western Carolina University. The AIG Specialist strives to attend professional development that is appropriate for AIG, such as AIG Roundtable meetings and yearly Coordinator's Institute. AIG program has access upon request to current data on all AIG personnel through the Human Resource Office. Credential information on classroom teachers can also be obtained from Yancey County Schools System's Human Resource Officer.

**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:** Surveys that align with AIG standards and practices are posted with feedback options for their input, on our AIG site. Additionally, informal communication through face-to-face meetings, phone conversations, and email messages communicate strengths and ways for the AIG program to grow. A report of survey results is available to the advisory committee, superintendent, and school board members.

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

**District Response:** Surveys are sent to stakeholders for their input. Feedback from the Advisory Board as well as administrators, teachers, parents, and students come from these yearly surveys. Surveys are aligned with AIG standards and practices and come in various forms: printed, online, and verbal. A report of survey results is available to an advisory committee, superintendent, and school board members. A summary report is placed on the county's AIG website. Other sources of data include information attained in Professional Learning Community meetings, PowerSchool growth scores, face-to-face meetings with the Curriculum specialist and AIG coordinator, phone conversations, and email messages. These sources indicate our AIG Program's strengths, and ways
for improvement.
Revisions to the AIG plan need to be made at times other than the three year cycle, are ultimately
decided upon by the Superintendent after consultation with the AIG team. The school board is
informed of the changes prior to the next three year cycle.

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

**District Response:** All data is disseminated to the public through various modes of communication.
Data received from surveys and plan renewal is disseminated to the public on the program's website,
advisory committee report, School Board report, and yearly parent meetings.
Printed copies of approved AIG plan is available to the public upon request.

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

**District Response:** The rights of all AIG students, parents, and families are in written form through
various documents to safeguard the rights of AIG students and families. These forms include parental
consent, identification, and placement. A Due Process form addresses grievance procedures for
parents, providing an outline of steps to resolve disagreements between Yancey County Schools and
parents/guardians regarding AIG placement and services. Copies of these forms are provided in each
AIG specialist's web site. AIG Identification and Placement: To begin with, after initial
recommendation by administrator, teacher, parent/guardians, or even the student, parent/guardian
must sign a permission form (DC-3P) before any student is evaluated for AIG identification and
placement. This form includes any types of assessment used for Yancey County Schools AIG
Program, including: -Educational (Reading, Mathematics, Achievement Tests, Portfolio, and/or
Observations) -Intellectual (Individual Intelligence Test) The summary of these tests are shared with
all involved at a scheduled meeting. Identification and Service: If the student is identified as AIG, AG,
AR, AM, or IG, all stakeholders acknowledge, through their signature, of the student's identification
and how he/she will be serviced (DCP Plan). The DCP Plan is reviewed on an annual basis.
Transfer Student Policies: Gifted students who are currently identified in any North Carolina public
local education agency will maintain their AIG identification in Yancey County Schools. Student
performance and assessment data will be used to determine appropriate services. Transfer students
identified as gifted in other states, private schools, or non-public charter schools must meet Yancey
County Schools' AIG identification criteria for services. Student must wait one year before retesting
for identification per teacher, parent or child request.
Procedure to Resolve Disagreements (Due Process Form) The following steps outline the procedure
to resolve disagreements between parents or guardians and the Yancey County Schools when a
child is not identified as an Academically Intellectually Gifted (AIG) Student or concerning the
appropriateness of services offered to an AIG student: The parent or guardian requests, in writing, a
conference with the AIG Team of the school attended by the child. The AIG Team will hold the conference within ten school days of receipt of the request and will respond in writing within ten school days of the conference with its decision. 
If the disagreement is not resolved by the school-site principal, the parent or guardian may appeal the principal's decision in writing to the AIG Supervisor within ten days of receiving the principal's response. The AIG Supervisor will hold the conference, review the record, and respond to the parent or guardian within ten school days. 
If the disagreement is not resolved by the AIG Supervisor, the parent or guardian may appeal to the Board of Education in writing within ten days of the decision. The Board of Education will schedule the hearing, review the record and offer a final written decision within 30 days. 
If all local efforts to resolve the complaint as set forth above have been exhausted and are unsuccessful, a parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review will be limited to: -whether the school district improperly failed to identify a child as Academically and/or Intellectually Gifted -whether the local plan for Academically Intellectually Gifted Program has or has not been implemented appropriately in regard to the child
Following the hearing, the Administrative Law Judge will make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. 
Due Process form is translated for our Hispanic population. Parental consent, identification, placement, and Due Process forms are given out and reviewed at annual parent meetings and copies are provided on Yancey County Schools AIG websites.

**Ideas to Strengthen the Standard:** Increase efforts to inform parents, teacher, and administrators of due process procedure. 
- review these forms during parent meetings 
- simplify survey questions and provide an informational meeting to all stakeholders to help them make knowledgeable responses.

**Sources of Evidence:** 6A:
Sources of Evidence:
- AIG personnel evaluations 
- List of attended staff development 
- List of developed and presented staff development workshops

6B:
Sources of Evidence: 
- Meeting notes with Supervisor and Superintendent 
- Minutes from Advisory Committee 
- Written or emails from administrators, teachers, and parents

6D:
Sources of Evidence:
• Yearly report in gifted student’s AIG file.
• AIG class lists showing students’ measured growth.

6E:
Sources of Evidence:
• School report cards that provide numbers of under-represented and AIG identified student population.
• Forms and communication translated into Spanish.
• ESL Gifted Screening Instrument
• Non-verbal tests such as the Naglieri

6G:
Planned Sources of Evidence:
• Survey results
• Survey summary report
• Teacher and Administrator recommendations

6H:
Sources of Evidence:
• Surveys in various forms
• Survey results
• Survey summary report
• Student recommendations
• Student growth scores
• Emails

6I:
Sources of Evidence:
• Annual Report posted on the AIG website
• Copies of approved AIG plan
• Presentations
• Survey results

6J:
Sources of Evidence:
• Due Process Procedure Form (attached)
• Permission forms
• DEP forms
Glossary (optional):

Appendix (optional):
AIG_Identification__flow_chart[1].ppt (Appendix - Standard 1)
Due process procedures.doc (Appendix - Standard 1:6)
personnel and professional development recommendations.doc (Appendix - Standard 4)
DOC071019-07102019105515.pdf (Local Board Approval Document)