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

Approved by local Board of Education on: 15-JUL-19
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Transylvania 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 and 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, Transylvania County Schools local AIG plan is as follows:

Transylvania County Schools Vision for local AIG program: Advanced Learning. Equity. Excellence.

The Transylvania County Schools AIG program seeks to create engaging learning environments in which students continuously develop their academic and intellectual talents. By recognizing a wide variety of interests and accomplishments and by promoting social-emotional growth, we will foster confident self-concepts, supportive mentorships, and empathetic peer-to-peer relationships as we prepare students to become productive citizens in a diverse global society.

We believe children and adolescents are continually developing in all academic and social-emotional domains; therefore, learning, reasoning, and understanding are best understood as aptitudes which can cultivated and fostered throughout life.

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

State Funding	Local Funding	Grant Funding	Other Funding
$184516.00	$16189.00	$0.00	$0.00

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Standard 1: Student Identification

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

Practice A

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

District Response: Transylvania County Schools (TCS) serves an array of students, from those who enroll in Kindergarten at age 4 to those who transfer in during their Senior year. Students come to TCS from home, from neighboring charter and private schools, from homeschools, from out of district, from out of state, and from military bases or abroad. Recognizing that students may manifest gifts at different ages, TCS responsively identifies students for the AIG program in all grades, K-12.

Every year, each school's assigned AIG teacher or specialist generates a pool of students to be considered for the AIG program. Students may be referred into this pre-identification pool through any of these:

-parent/family referral (K-12)
-educator referral (K-12)
-self-nomination (high school)
-recommendation by the Team for Academically Gifted (TAG) for continuance if the identification process was previously inconclusive (K-12)
-previous identification at another school or participation in a talent development program (K-12)*

*TCS has developed an automatic email notification for AIG teachers and specialists when a newly enrolling student has been served by a gifted/talented program in another LEA or state. Students may be matched with AIG services on the basis of existing data in their cumulative records. If existing data does not support local identification, transferring students may proceed through TCS identification procedures with the current pre-identification pool.

Students may be screened into the pre-identification pool by AIG teachers and specialists or student counselors through universal screening (grade 3), high achievement scores on state tests (grades 3-12), high composite or subtest scores on national tests (when available), and unofficial and official PowerSchool AIG Headcount reports (K-12).

Since adopting these screening and referral processes in 2016, TCS has routinely identified students across elementary, middle, and high school grade bands, with elementary grades 4 and 5, middle grades 6 and 7, and high school grades 10 and 11 becoming common points for entering the AIG program.

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: TCS believes each individual child is uniquely distinguished by a combination of strengths, interests, accomplishments, avenues for growth, and needs. This profile is dynamic: it changes as a student gains experiences, skills, and develops latent strengths and talents. Accordingly, AIG identification occurs at all grade levels, and students who are not identified at one point in their academic careers remain eligible for future consideration.

TCS uses the designations below to facilitate both 1) matching students with appropriate services and 2) developing or refining service options. Although these designations serve as a general profile, students are matched with any available service suggested by their individual, comprehensive learner profiles. AIG teachers and specialists convey a student's comprehensive learner profile on his/her Differentiated Education Plan (DEP) and retain supporting documentation in the student's DEP folder.

TCS uses multiple criteria to determine whether AIG services will enhance or support students' educational paths: QUANTITATIVE data from aptitude testing and/or achievement testing, and QUALITATIVE data from behavioral rating scales completed by educators and parents/families and/or from portfolios. Quantitative data may comprise either composite scores or partial composites.

Each AIG identification below suggests specific service options in each grade span:

-AR (Academically Gifted in Reading): denotes a student who demonstrated verbal/linguistic strengths through verbal aptitude testing, reading achievement testing, and parents' and teachers' perceptions of behavior characteristics associated with gifted children, or a combination of these indicators

-AM (Academically Gifted in Math): denotes a student who demonstrated mathematical reasoning strengths through quantitative aptitude testing, mathematics achievement testing, parents' and teachers' perceptions of behavior characteristics associated with gifted children, or a combination of these indicators

-AG (Academically Gifted): denotes a student who demonstrated both AR and AM strengths as described above. Additional evidence may include a portfolio reviewed by the district's Team for Academically Gifted (TAG).

-IG (Intellectually Gifted): denotes a student who demonstrated advanced academic or intellectual abilities and interests through verbal, quantitative, and/or nonverbal aptitude testing and through parents' and teachers' perceptions of behavior characteristics associated with gifted children. Additional evidence may include a portfolio reviewed by the district's TAG.

-AI (Academically and Intellectually Gifted): denotes a student who demonstrated both high intellectual capacity and high academic performance as described above

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: TCS acknowledges that barriers to accurate and equitable identification exist. While research continues to offer new insights and professional organizations such as the National Association for Gifted Children (NAGC) continue to identify and promote new, evidence-based practices that address these barriers, TCS will continue to refine its identification procedures and criteria for eligibility.

Although the TCS AIG program has been relatively successful in identifying students who are highly gifted and twice exceptional, the Local Board of Education, superintendent, instructional leaders, and educators are aware that students who are culturally/ethnically diverse, economically disadvantaged, and English language learners remain under-represented.

To increase responsiveness to gifted students in under-represented populations, in 2013 TCS instituted universal screening among 3rd graders and aptitude testing for identification in addition to referrals and achievement testing. TCS also instituted evidence-based, nontraditional measures such as nonverbal testing and gifted/talented behavioral checklists.

Since 2016, TCS has instituted three changes in referral and identification procedures:

-explicitly addressing unconscious educator bias by adopting language from the HOPE Scales and by emphasizing leadership behaviors on the referral form and when introducing the referral process to faculty

-using partial composites from aptitude and national achievement tests if partial composites support AG or IG identification when full composites do not

-discussing possible indicators of giftedness with and requesting referrals from teachers of English Language Learners (K-12), Exceptional Children and inclusion classes (K-12), Specials rotations (K-5), and Career & Technical Education teachers (6-12).

Beginning in 2019, TCS will institute further changes:

-using the same range of aptitude scores for IG identification as for AR, AM, and AG identification (90%ile or higher) rather than the previous 98%ile requirement

-updating testing and screening materials regularly in accordance with guidelines established by American Psychological Association

-interpreting test data with the most up-to-date norms, using subgroup norms when available

-incorporating student artifacts or data from talent development activities into identification portfolios

TCS will adopt additional culturally sensitive identification resources and practices as new evidence and research bring them to light. TCS will also explore developing district/building norms that reflect LEA demographics.

Practice D

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

District Response: Uniform processes are crucial to consistency in screening, referral, and identification decisions across all schools. To ensure this consistency, TCS will continue these practices:

-inviting parents/families of 4th and 5th graders who did not participate in universal 3rd grade screening to allow their students to participate in aptitude testing

-while elementary aptitude testing results are still valid, screening 5th and 6th grade achievement scores for results that would support an identification

-auditing DEP folders annually, as described in Standard 1f

-documenting when students from the pre-identification pool are not matched with AIG services and cross-referencing this documentation if students return to pre-identification pool

Practice E

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

District Response: Because TCS strives to match new students with AIG services in all grades, TCS disseminates screening, referral, and identification information through various processes to reach different audiences.

New school personnel learn about AIG referral, identification, and services during new teacher orientation. Current personnel receive "AIG Refresher" training at the beginning of each school year and specific information about gifted characteristics, referral, and identification as their school's annual or semiannual referral window opens.

Parents/families and students may learn about AIG referral, nomination or self-nomination, identification processes, and services during open-interest meetings and/or at information tables during high school orientation/opening of school events, open houses, registration events, curriculum fairs, transition events, etc. The information is also included annually in student/parent handbooks. Whatever time of year students enroll, the student information form includes the question, "Has your child been identified for or been served through a gifted program in the past?" which consistently prompts counselors and/or AIG teachers to share TCS program information with potentially eligible students.

TCS also encourages parent/family and student inquiries by freely distributing "AIG & Advanced Learning" events calendars at orientation and registration events. While encouraging parents/families and identified students to take advantage of special opportunities, the events calendars nevertheless make clear that opportunities such as Credit by Demonstrated Mastery, dual enrollment, Governor's School, Advanced Placement courses, ACT prep sessions, guest speaker events, and other special presentations and programs are open to all students. These events are also promoted to all parents/families and students through weekly principal phone calls, electronic displays, and flyers on campus.

Parents/families as well as the community at large can view notices of these events on the TCS AIG Facebook page and Twitter account. Published articles about gifted characteristics, identification, services, and social-emotional issues are shared through those social media accounts, both of which are linked back to the official TCS AIG webpage. The current AIG Plan is available in English and Spanish on the webpage.

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: When students are referred or screened into the pre-identification pool, the AIG teacher or specialist contacts parents/families to secure informed consent for the identification process, including testing, examining student records, requesting or conducting behavioral observations, and/or compiling portfolio artifacts.

The AIG teacher or specialist documents each student's identification process and reviews it with the parent/family when the process ends. For a student who is matched with AIG services, the AIG teacher or specialist and the parent/family develop a Differentiated Education Plan (DEP) aligned to the student's AIG identification.

The AIG teacher or specialist files all evidence which led to the identification decision, along with the DEP, in an individual student's DEP folder. If students are not matched with AIG services, the AIG teacher or specialist files all artifacts for later reference and comparison should those students be screened or referred into the pre-identification pool again.

As students move through different grades and schools, curricula, extracurricular opportunities, and service options change, so AIG teachers and specialists review identification evidence, new evidences if any, and update the DEP annually. These annual reviews increas parent/family awareness of opportunities, understanding of service options, and confidence in advocating for differentiation.

An annual internal audit process for DEP folders ensures that:

-the identification in electronic records matches the identification documented in the DEP folder

-the current identification aligns with services listed on the DEP

-any revised identifications were supported by evidence and approved by the Team for Academically Gifted (TAG) and parent/family

-any program withdrawals stemmed from parent/family written request

Additional triggers for reviewing students' identifications include new evidence of strengths/aptitudes and re-enrollment in TCS after moving away or transferring.

Ideas for Strengthen the Standard: Focus improvement efforts for standards 1c and 1f by exploring Building Norms for identification. Share emerging research and evidence-based practices with building and district TAGs. Build partnerships with external stakeholders to advise TAGs and suggest and help provide appropriate, sustainable services to match new identifications. Develop "Talent Scouting" tools for nominations or for identification evidences collected by educators, mentors, and/or community elders. Use AIG Professional Learning Community activities to pilot implementation of Building Norms.

Sources of Evidence: -screening, referral, and identification processes listed in AIG Parent Handbooks, student/parent handbooks, and district AIG webpage (with links from each AIG teacher/specialist's webpage)

-coding for automated email notifications embedded in electronic enrollment spreadsheets/forms

-"start of service" dates in PowerSchool

-artifacts from universal screening, subsequent data collection activities, including signed letters giving informed consent

-documentation supporting individual AIG identifications in DEP folders and service matches documented on DEPs

-DEP audit records

-agendas/minutes from school and district TAG, AIG PLC, and/or AIG Colloquy meetings

-AIG teachers/specialists' parent conference/meeting schedules and appointments

-presentation/training artifacts (e.g., slideshows, agendas, sign-in sheets)

-advertising evidence (e.g., letters/ flyers, ParentLink records, social media histories)

-board-approved, dated revisions to identification standards, if adopted mid-cycle

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: Transylvania County Schools recognizes that gifted and other advanced learners' interests and abilities lead them on diverging paths as they move through school. To foster these students' cognitive and social-emotional development, TCS seeks to ensure they have both appropriate challenge and support in all learning environments, grade levels, and settings.

Through AIG and other programs, TCS provides a comprehensive range of opportunities for students either to explore or to pursue multi-year, sustained study of academics, arts, Career/Technical Education (CTE), leadership, STEM, and world languages. TCS has also begun building a multi-year coding and computational thinking curriculum by aligning efforts of its Instructional Technology, CTE, and Advanced Placement programs and its partnership with the NC School of Science and Math.

As described in Standards 3 and 4, TCS strives to meet gifted and advanced learning needs in all academic classes in all grade levels daily by differentiating curriculum and instruction with enrichment, extension, and/or accelerated curricula. Students may access accelerated curriculum through early admission to kindergarten, continuous progess, cross-grade grouping, subject area acceleration, classes with compacted curriculum, early entrance to high school classes, Credit by Demonstrated Mastery for high school courses, Advanced Placement courses, and dual enrollment courses with college partners. Enrichment and/or extension may be provided through flexible grouping, AIG consultation or co-teaching, interdisciplinary or thematic units, project-based learning, and independent learning.

With its strong middle and high school CTE program, TCS offers 21st-century curricula with school-, work-, and/or community-based learning opportunities in eight fields: agriculture, business and information technologies, career development, family and consumer sciences, health science, marketing and entrepreneurship, technology engineering and design, and trades and industries. Students may simply explore a field or complete a four-course concentration.

As they take CTE courses, students may elect to earn state licenses or national/industry credentials prior to graduation. Additionally, the Workforce Development Coordinator arranges job-shadowing and internships for interested students once they are 16 years old and have completed requisite CTE course(s) related to the field. Moreover, TCS has defined hybrid CTE Pathways, enabling students to combine art or foreign language studies with CTE specializations. Together, these offerings allow all students, including gifted learners, the opportunity to enrich their academic learning with real-world perspectives or accelerate toward career goals.

As described in Standard 3i, when TCS AIG teachers and specialists work with parents/families and students to create Differentiated Education Plans (DEPs), their focus is the "whole child." DEPs map out optimal blends of services from across all of TCS's programs in order to address AIG needs, capitalize on strengths and interests, and meet personal goals.

When AIG students are served by the Exceptional Children's or 504 program, AIG teachers and specialists may, with parent consent, collaborate with EC teachers or student counselors to plan complementary services or accommodations. When AIG students are enrolled for full-day or half-day classes at Davidson River School, the district's alternative school, the DRS principal or guidance counselor shares the DEP with teachers, and the AIG Specialist maintains contact with students and parents/families to ensure continuation of services.

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

District Response: With instructional leaders and AIG teachers and specialists working together on district and building TAGs, TCS harnesses the instructional program and resources throughout the district to ensure that students' gifted and advanced learning needs are met daily and that their growth and development are sustained over their entire school career.

TCS elementary schools use the continuous progress model for reading and math instruction in regular education settings. Grade level teams work with instructional coaches or lead teachers to monitor students' individual performance and use flexible grouping practices within classrooms and teams to deliver appropriate curricula and instructional materials and resources.

TCS also applies flexible grouping practices to AIG settings in elementary schools, in addition to applying them in regular education settings. AIG teachers and specialists work with instructional leaders to establish and periodically revise their Intervention & Enrichment (I&E) schedules and rosters of students using Multi-Tiered Systems of Response (MTSS) practices. K-5 students may receive extension or enrichment in particular subject or school-based focus areas, according to their needs, whether or not they have AIG identifications.

In response to HB 986/SL 2018-32, elementary AIG teachers and specialists provide regularly scheduled math instruction to rostered groups of grade 3-5 students who scored at the highest levels on math tests the previous year. Elementary instructional leaders annually determine the most effective configurations to provide homogeneous learning environments for these students: they may best be served by push-in/coteaching in their math classrooms or by pull-out to the AIG teacher's classroom.

Beginning in 2018-2019, elementary AIG teachers and specialists began using the Iowa Algebra Aptitude Test (IAAT) with their 5th grade students in order to help inform middle school math placements. The same year, TCS expanded middle school use of the IAAT to include some 6th graders as well as 7th graders at both middle schools.

TCS middle and high schools use their course offerings as the primary vehicle to meet gifted and

advanced learners' needs. As described below in Standard 2g, math acceleration is a key feature of middle and high schools' course offerings, and middle schools may use semester-long North Carolina Virtual Public School online classes to complement schedules when their students enroll early in face-to-face classes at the high schools. Both middle schools are exploring offering face-to-face high school Earth/Environmental Science and English 9 on their campuses.

Beyond accelerated access to high school courses, TCS middle schools offer gifted and advanced students enrichment and/or extension with the AIG teacher or specialist during scheduled I&E periods. Brevard Middle School has begun exploring the Schoolwide Cluster Grouping model to replace AIG clusters or AIG teams; using either schoolwide or AIG clustering, the AIG Specialist will continue to serve gifted and advanced learners by coteaching in academic classes.

TCS high schools have added open enrollment/open campus policies to augment their own master schedules, allowing students at either high school to enroll in advanced course offerings at the other high school or even elsewhere. High school campus-based advanced course offerings include the multiyear TIME Science research program, Advanced Placement courses, CTE advanced/independent studies, Marine Corps Junior ROTC program, and NCSSM's STEM Scholars program and Interactive Video Conferenced (IVC) courses. Off-campus options include CTE internships and dual enrollment and college courses at Blue Ridge Community College and Brevard College. "Fifth period" options include North Carolina Virtual Public School online courses and dual enrollment courses. TCS high schools rely on the Purdue Secondary Model for Gifted Education to organize and prioritize AIG services that complement course offerings and open enrollment/open campus options.

Open enrollment is not limited to high schools in TCS: each elementary school has a thematic program making it distinct from the others, and families may select which school their children will attend. Brevard Elementary is an A+ School, integrating arts education into all its programs. Pisgah Forest Elementary wants "No Child Left Inside," connecting outdoor education to academic curricula in outdoor learning spaces and excursions. Rosman Elementary teaches students to "ROAR even when no one is watching" (Respect, Organized, good Attitude, Responsibility) and has explored linking that effort more closely to The Leader In Me framework. TC Henderson Elementary is developing into a magnet school for science and technology. As described below in Standard 2c, these themes drive particular options for delivering enrichment to flexible groups.

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: TCS understands that gifted and advanced learners perform best when they regularly receive appropriately challenging academic instruction with their intellectual peers. Each school uses its annual scheduling process as a foundation to meet this need.

Elementary and middle schools use achievement and other data points when initially assigning students to classrooms or teams for academic instruction; in response to HB986/SL2018-32, these considerations also include specific scheduling plans for advanced math instruction.

In high schools, student demand drives course offerings and scheduling. Prior to registration, the AIG specialists and Blue Ridge Community College liaison host open-interest meetings and work with individuals and small groups of students and parents/families to highlight points of access and relative advantages of the schools' advanced learning options. During and following registration, student counselors work with students and parents/families to establish and periodically revise four-year plans and to make individual schedule changes when conflicts between course preferences arise. After advanced high school course rosters are finalized, the AIG teacher or specialist shares recent, relevant, standards-based subtest data with teachers in order to facilitate flexible groupings prior to quarterly or benchmark assessment.

In every classroom or course, students learn and master content at variable rates, so initial classroom, team, or course assignments alone may not fully meet all gifted and advanced learners' needs. TCS encourages and supports monitoring student progress and flexibly grouping within classes both by selecting curricular/instructional resources that facilitate differentiation and by establishing the following two routines in every school:

1. Creating a daily Intervention & Enrichment (I&E) period in their master schedules, thereby creating dedicated time for targeted instruction. Teachers in all grade levels may use flexible groupings to deliver intervention, instruction, or enrichment/extension during instructional periods and/or during I&E periods according to students' demonstrated needs, readiness, or abilities.

2. In some schools, grade-level or subject-area teachers are relieved of I&E duties weekly or biweekly so that they can meet in Professional Learning Communities (PLCs), Multi-Tiered Systems of Support (MTSS) teams, or common planning groups. Other schools relieve teachers of supervision/ instructional duties during Specials periods for these meetings. (Some grade-level or subject-area teams choose to meet outside of the instructional day in order to maximize their teaching and in-building preparation time.) Whenever these teams meet, regular education teachers work together and with instructional leaders, instructional coaches, and/or education specialists in order to analyze and respond to data by reconfiguring student groups, adjusting instructional pacing, and modifying content, processes, products, or learning environments.
AIG teachers and specialists in all grade levels may play a role in grade level or subject area team meetings and/or contribute to standards-based extension responses, such as making recommendations for classroom interventions, collaboratively planning, coteaching or supporting smaller homogeneous groups in the classroom, providing alternate instruction to smaller homogeneous groups in their own classrooms, or providing extension lessons during Intervention & Enrichment (I&E) periods.

While flexible grouping allows TCS to extend gifted and advanced learners' standards-based academic work with increased depth and complexity, it also serves AIG teachers and specialists in all grades as they provide a variety of limited duration, topical enrichment supporting a school-specific AIG goal, an ongoing creative or interdisciplinary exploration, specific social-emotional needs, and/or (in elementary schools) each school's distinct thematic program.

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: The legislative language "Academically or Intellecturally Gifted" and its "AIG" acronym can trigger mistaken assumptions when individuals do not realize how the TCS AIG program differs from programs in other LEAs or states or how the local program has changed over time. In the past decade, "AIG" has evolved in TCS so that it is no longer the exclusive purview of AIG teachers and specialists.

TCS instructional leaders and AIG personnel share this philosophy:

--- Children and adolescents are continually developing in all academic and social-emotional domains; therefore, learning, reasoning, and understanding are best understood as aptitudes which can cultivated and fostered throughout life. ---

Because of this belief, TCS AIG includes cooperation, collaborations, partnerships, and programming which serves gifted and advanced learners, whether they be identified or not. Accordingly, the AIG coordinator, teachers, and specialists work regularly with district and instructional leaders to identify and capitalize on talent development opportunities such as:

-instructional time, I&E time, and after school and summer programs;

-enriched and/or extended curricula, supplemental school-based curricula or programs, and gifted curricula;

-and heterogeneous or homogeneous settings with regular education or gifted education teachers.

AIG personnel and district and/or instructional leaders communicate and work together face-to-face during curriculum and partnership committee meetings, as well as during district TAG meetings, topical AIG Colloquies, school-based TAG meetings, and scheduled site visits. Impromptu communication and additional face-to-face meetings may arise in response to new legislative action, changes in policy or procedure communicated by NCDPI, state and regional AIG meetings, state or national gifted conventions or policy briefs, or new opportunities for local partnerships.
Regular, formal, consistent communication are key to creating a shared understanding of the AIG program and plan. To ensure that all professional staff help implement the local plan in their buildings, AIG teachers and specialists lead or participate in:

-AIG Refresher Training
At the beginning of the school year, AIG teachers or specialists conduct training for teachers, school administrators, and instructional support staff, including Exceptional Children's and English Language Learners' teachers, tying the information to specific Teacher Evaluation standards. This training combines information about the AIG program and plan; professional staff roles in providing services and recommending students for new or additional services; and how the DEP presents each gifted learner's unique needs.

-Characteristics and Needs of Gifted Learners Presentations
Prior to annual or semi-annual nomination periods, a separate presentation provides additional information about manifestations of gifted learners' needs and possible identifying characteristics.

-Beginning Teacher Training
The AIG coordinator works with the director of human resources to provide an overview of the local AIG program to beginning teachers and to attending mentor teachers, tying the information to specific Teacher Evaluation standards.

-Peer Observation or AIG Coaching Cycles
Instructional leaders may use AIG teachers and specialists as peer observers or schedule AIG coaching cycles for teachers who serve gifted and advanced students, affording AIG and regular education teachers the opportunity to confer constructively about best practices for differentiating instruction in specific, everyday contexts.

-Grade Level or Subject Area Team and/or MTSS Meetings
AIG teachers and specialists participate in grade level or subject area team meetings and may advise or serve on MTSS teams, ensuring that reliable and correctly interpreted data informs instructional changes both for gifted students and for students who have not yet been identified.

-Professional Learning Community, IEP, 504, or Other Meetings
AIG teachers and specialists may collaborate with regular education teachers, special education teachers, student counselors, and instructional support staff to plan complementary services, accommodations, or differentiation for students with Individualized Education Plans (IEPs) or 504 Plans.

-Sharing Differentiated Education Plans (DEPs)
Just as Exceptional Children's teachers share Reviews of Accommodations (RoAs) with regular education teachers who serve students with special needs, AIG teachers and specialists will share relevant information from DEPs with teachers who serve identified students.

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: Each spring, AIG teachers and specialists lay the groundwork for students to experience a smooth start to AIG services in the fall. Prior to universal screening in the spring of 3rd grade, elementary AIG teachers and specialists begin formal communication with parents/families, outlining the role that the upcoming screening will play in next fall's identification process, the projected timing for that process, and the fact that 4th grade students who were not matched with services initially may qualify when the process repeats during 5th grade. Similarly, they communicate with 5th grade parents/families that the identification process will repeat in 6th grade and throughout students' academic careers, and middle and high school specialists repeat the message annually as they hold open interest meetings.

No matter the grade in which a student is initially matched with AIG services, AIG teachers and

specialists arrange individual conferences to explain AIG services, receive consent for services, and develop Differentiated Education Plans (DEPs) tailored to the service delivery options for the school for which the DEP take effect.

Because students' needs, program services, and building-level options may change over time, elementary and middle school AIG teachers and specialists annually review or revise DEPs with parents/families. As students grow in self-advocacy through middle and high school, they participate more in review and revision, though AIG teachers and specialists continue to seek informed consent from parents/families.

As students transition or transfer between schools, the previous AIG teacher or specialist hand-delivers DEPs and DEP folders to the next AIG teacher or specialist, and together they review each student's needs.

A critical activity to ensure continuation of services is establishing a point of personal connection for students and parents/families at the key transition points when students move from elementary to middle and from middle to high school. Each spring, the AIG teacher or specialist from the upper school visits the rising AIG students at the lower school, participates in other school transition activities arranged by school counselors or leaders, and meets with parents/families to explain new advanced learning and service options.

TCS students historically have been a mobile population, moving among schools in different parts of the district, withdrawing for a semester/year to experiential or foreign study programs or home schooling, and enrolling in full-day or half-day class schedules at Davidson River School, the district's alternative school for middle and high school students. AIG teachers and specialists are able to respond quickly when identified students move because they receive auto-generated email notices that an identified student is enrolling or withdrawing from a TCS school. Because TCS has an established practice of maintaining DEP folders throughout students' K-12 year according to graduating class, AIG teachers and specialists can readily discuss and transfer historical AIG information and current/recent DEPs at district TAG meetings.

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: The social and emotional needs of AIG students are as complex and dynamic as their academic, familial, and cultural contexts.

Meaningful differentiation, flexible grouping, substantive extension, academic acceleration, intentionally designed enrichment, purposeful scheduling, extracurricular involvement, and annual reflection and planning with students and parents/families -- together this network of practices and services supports AIG students' social and emotional health by embracing interests, increasing strengths, building self-awareness and self-advocacy, and affirming developing identities.

However, children and adolescents can experience stress, confusion, and even trauma as they move through different periods and circumstances in life. TCS acknowledges that its network of AIG

practices and services may not fully address gifted learners' affective needs, so TCS responds with informed, professional collaboration among instructional leaders, regular teachers, AIG teachers and specialists, and student counselors.

To create a common understanding of AIG students' unique needs, AIG teachers and specialists facilitate evidence-based, professional dialogue with instructional leaders, TAGs, school counselors, Exceptional Children's teachers, and English Language Learners' teachers by sharing/discussing texts (or excerpts) such as:

-National Association of Gifted Children's (NAGC) Pre-K-Grade 12 Gifted Programming Standards https://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education

-NAGC publications such as "Teaching for High Potential," "Parenting for High Potential," and topical pamphlets

-Fiarman (2016) "Unconscious Bias: When Good Intentions Aren't Enough" https://www.responsiveclassroom.org/wp-content/uploads/2017/10/Unconscious-Bias_Ed-Leadership.pdf

-NC Guidance Essential Standards http://www.ncpublicschools.org/curriculum/guidance/scos

-Stambaugh & Wood (2015) Serving Gifted Students in Rural Settings

-U.S. Department of Education Memorandum to State Directors of Special Education and Letter to Delisle https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/041715osepmemo15-082q2015.pdf

Because acceleration is a research-based but relatively unfamiliar avenue for serving both academic and long-term social-emotional needs, TCS will also include the following resources to build a common understanding among educators:

-Lupkowski-Shoplik, Behrens, & Assouline (2018) "Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject" http://www.nagc.org/sites/default/files/key%20reports/Developing%20Academic%20%20%20Acceleration_10-23-18.pdf

-Colangelo, Assouline, & Gross (2004) A Nation Deceived: How Schools Hold Back America's Brightest Students

-Assouline, Colangelo, VanTassel-Baska, & Lupkowski-Shoplik (2015) A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students

TCS staff recognize and observe the limits of their roles and ethical codes of conduct when responding to student needs. TCS informs all staff about legal obligations and protocols for contacting the Department of Social Services, has provided some staff with trauma/resiliency training, participates in the interagency C.A.R.E. coalition of Transylvania County, and contracts mental health services with a partner agency.

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: TCS acceleration opportunities begin and end with accelerated access to learning based on readiness rather than age, and in between these start and end points are many opportunities for accelerated rates of instruction in many of the classes students take, no matter students' age or grade.

TCS policies and procedures for accelerated access include:

-early admission to kindergarten in accordance with State Board of Education policy SBE-GCS-J-001

-for elementary students: cross-grade grouping and grade acceleration

-for middle school students: grade and subject acceleration, including earning high school credits through North Carolina Virtual Public Schools (NCVPS) courses and/or on high school campuses

-for high school students: subject acceleration; state or national CTE certifications/credentials; workplace internships; and college-level study through Advanced Placement classes, dual enrollment, and early-admission college classes

➤ Specific criteria for grade and subject acceleration are listed at the end of this standard.

In addition to these points of accelerated access, TCS offers a variety of classes with accelerated pacing. Elementary and middle school math classes may use accelerated pacing to prepare students to take high school Math 1 and Math 2 as 7th or 8th graders. To date, three TCS middle school students who had accelerated math instruction in elementary school have completed Math 2 prior to finishing 8th grade.

To build on this demonstrated success, TCS middle schools are exploring offering high school Earth/Environmental Science and English 1, which may also entail accelerated pacing in preceding elementary middle school language arts and science instruction. Middle school students already may earn high school credit for World Languages by taking them online through North Carolina Virtual Public School (NCVPS).

Once middle and high school students enroll in high school classes, they may elect to take honors level study in many disciplines, learning more deeply and/or applying concepts more broadly in a semester as a direct result of faster pacing. Advanced Placement (AP) courses accelerate honors pacing further, often adding curriculum compacting in order to layer or combining both state and national curriculum standards so that students may earn both graduation credits and potential college credit in one class.

Similarly, dual enrollment courses through partners Blue Ridge Community College and Brevard College use accelerated pacing compared to high school instruction. More significantly, dual enrollment courses represent a culmination of TCS accelerated access because they offer younger students who have acquired college-level skills prior to high school graduation the opportunity to move into academic arenas focusing exclusively on college-level content.

As early as the summer following 8th grade, TCS students can accelerate their access to regular, honors, or AP courses with summer or 5th period classes through NCVPS, when seats are available. Students with demonstrated success in asynchronous/online courses and/or independent learning and time management skills may register for these seats through their student counselors.
TCS elementary, middle, and high schools regularly plan for and facilitate cross-grade acceleration for English/Language Arts and Math by creating master schedules that allow students to move to other grades or to other buildings without missing core instruction time, providing transportation between buildings when necessary. TCS uses a variety of leading indicators to inform cross-grade acceleration planning, including the Iowa Algebra Aptitude Test in middle schools and End-of-Grade or other achievement scores in all schools.

In accordance with State Board of Education policy SBE-GCS-M-001, TCS continues to further develop its options to accelerate students' access advanced high school courses through Credit by Demonstrated Mastery (CDM). Through the spring of 2019, students have attempted CDM in three introductory Art and CTE courses; levels 1 and 2 of French and Spanish; three levels each of English and Math; three Science courses; and four Social Studies courses. All together, TCS has awarded at least 31 units of CDM credit.

TCS promotes acceleration opportunites to all students and parents/families in student handbooks, at registration events and interest meetings, during transition activities as students move from one school to the next, when writing/revising AIG students' Differentiated Education Plans, and on the district website and social media.

➤ Grade Acceleration for K-3 (all criteria must be met)
-98% or higher on individual aptitude test
-98% or higher on individual achievement tests in reading, writing, and math
-Highest level of performance on local assessments (Reading 3D or comparable assessments)
-High level of performance on student progress report
-Appropriate social development (as assessed by teacher and psychologist)
-Strong independent reader
-Student interview
-Teacher and principal recommendations
-Parent approval

➤ Grade Acceleration for Grades 4-8 (all criteria must be met)
-98% or higher on individual aptitude test
-98% or higher on individual achievement tests in reading, writing, and math
-98% or higher on EOG or North Carolina Final Exams
-Grade of A on student performance (report cards)
-Two years above grade level on assessments for two consecutive benchmarks in reading, writing,

and math
-Appropriate social development (as assessed by teacher or psychologist)
-Strong independent reader
-Student interview
-Teacher and principal recommendations
-Parent approval

➤ Subject Acceleration for Grades 4-8 (all criteria must be met, except in math which is subject to state requirements for acceleration per HB 986/SL 2018-32)
-Teacher discretion
-Student interest/motivation
-Evidence of independent learning
-Work samples demonstrating mastery
-Parent approval
-Administration approval
-TAG approval

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: TCS believes children and adolescents are continually developing in all academic and social-emotional domains; therefore, learning, reasoning, and understanding are best understood as aptitudes which can cultivated and fostered throughout life. This belief undergirds TCS talent development efforts and ongoing efforts to broaden access to advanced learning opportunities.

As indicated in Standard 1c, TCS AIG teachers and specialists have revised identification processes and pathways with each new AIG Plan since 2013, using universal screening, multiple quantitative and qualitative indicators, and inclusive nominations; addressing unconscious educator bias; and using new data to re-examine cases in which students were not initially matched with services. In 2019, TCS continue seeking culturally sensitive identification resources/practices, explore developing building norms, and will institute additional changes, including: use the same range of aptitude scores (90%ile or higher) for IG identification as for AR, AM, and AG identification, and use the most up-to-date norms for interpreting test data, specifically using subgroup norms when available.

In 2018-2019, TCS instructional leaders responded positively to reading "Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students" (see Appendices), so this new AIG Plan incorporates their efforts to develop talents and broaden their under-represented populations' access to advanced learning. AIG teachers and specialists will work with TAGs to incorporate data and student artifacts from those efforts into flexible grouping decisions, classroom differentiation, class placements/course recommendations, and identification processes. As successes emerge, the district TAG or AIG PLC will study how to scale or apply those efforts to another school or schools.

Because instructional leaders recognize that interrelated factors may preclude optimal growth for gifted and advanced learners, as well as contribute to underachievement, they will continue to include AIG teachers and specialists as advisors or participants on MTSS and grade level or subject area teams where they may help contribute perspective about data interpretation and curricular/instructional interventions. Such advocacy not only can change educators' perceptions of particular students but also can increase general awareness of institutional, cultural, and familial barriers to achievement that exist for both gifted and general populations of students.

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

District Response: Each TCS school offers co-curricular events, field trips, and/or traditional school trips to deepen students' knowledge and broaden their horizons.

Examples include:
Biltmore House visit; Career Days; College Fairs; Conservation Day; Cradle of Forestry historical interpretation visit; introduction to orchestral music at Brevard College; Muddy Sneakers environmental education; Thomas Wolfe Auditorium or Asheville Community Theatre plays; Washington, DC trip; World Religions field trip; and school-wide community service days/efforts; "The Reality of Money" simulation for middle and high school students by the local State Employees Credit Union; and guest speaker presentations through the Transylvania Community Arts Council, the NC State Cooperative Extension Service, the NC State Humanities Department Speakers Bureau, local Rotary Clubs, and other groups.

Age-appropriate, school-day and after school opportunities for exploring and deepening interests, developing persistence through sustained effort toward long-term goals, and building leadership skills include:

-Elementary campuses
4H clubs, Battle of the Books teams, Beta Club, chess club, chorus, Citizen Science data-gathering for the high school TIME Science program, Coding Night, Girls on the Run/SMART Kids, Lego/Robotics club, Odyssey of the Mind teams, Problem Solvers group, Rubik's Cube club, Spanish club, TCS Math/Science Fair, World Peace Game simulation game, and yearbook club.

-Middle school campuses
Battle of the Books teams, Beta Club, broadcasting/media clubs, chess club, creative writing club, drama club, Envirothon, MathCounts, MAGIC the Gathering club, Robotics, TCS Math/Science Fair, Technology Student Association, WCU Math Competition, and yearbook club.

-High school campuses
annual musicals or plays, Art Guild, broadcasting/media clubs, Career & Technical Student Organizations (FBLA, FFA, HOSA, SkillsUSA), Envirothon, Hunter Safety club, National Honor Society, student council, TCS Math/Science Fair, Thespians, the TIME Science program and national/international science competitions, WCU Math Competition, and yearbook.

Age-appropriate, community-based after school youth development programs are offered through local churches, community organizations, Scouting organizations, and the Transylvania County NC State Cooperative Extension Office. In addition to animal husbandry exhibitor clubs and county, regional, and state research/presentation competitions, the Extension Office offers the following age-based, interest clubs:

Elementary: RES Aggies, and Farm Fun/History Mystery club

Upper elementary and middle school: Junior Horse club, Backwoods Broadheads archery club, and Little River 4-H club

Middle and high school: 4-H Teen Council, and Locavores cooking club

Arts-based opportunities include local dance and ballet schools, Brevard Little Theatre summer youth programs, classes and workshops at nearby Flat Rock Playhouse and Greenville Theatre, weekly Mountain School of Strings (fka Transylvania Youth Orchestra) classes on each elementary campus, and the nearby Hendersonville Youth Orchestra.
Local daytime or residential experiences also include academic, interdisciplinary, or gifted opportunities such as:
-daycamps and residential camps through 4-H, Blue Ridge Community College, NCSSM, Pisgah Astronomical Research Institute, and universities;
-Duke TIP program;
-NCSSM Online or Residential programs;
-NC Governor's School;
-North Carolina Renaissance pre-college summer enrichment program for rural students;
-Outdoor Academy at Eagle's Nest Camp;
-Transylvania Vision Community Leadership Program's VIZ junior year experience;
-UNC School of the Arts residential high school; and
-locally sponsored Washington UpClose week for juniors.

Finally, each high school has developed additional efforts to broaden students' horizons while building community:

In 2011-12, Rosman High School students inaugurated an Alumni Hall of Fame with a recognition ceremony. Through a link on a school webpage, anyone in the community may nominate "well-deserving alumni and others who speak of the spirit of this community." A student committee selects new honorees every year.

In 2014, Brevard High School began a biennial foreign exchange with Mariagerfjord Gymansium in Hobro, Denmark. During spring break, participating BHS students travel to Denmark to study and live with their Danish counterparts; the following year, participating BHS students host Danish students who travel to Brevard for 10 days and interact in classes with participating BHS teachers. Building off the success in this exchange, both Brevard and Rosman high schools are hosting and sending more students on exchanges through Rotary Youth Exchanges, Greenheart Exchange, and nonprofit exchange organization Education Travel & Culture.

Since 2015-16, senior members of Brevard High School's football team have returned to their elementary schools to read to K-1 students on or around the National Education Association's "Read

Across America Day," and members of each high school's graduating class have similarly returned to their elementary schools to process in their graduation regalia on one of the last days of school. Both of these activities encourage a sense of community and leadership among 12th graders and raise aspirations to participate and lead among elementary students.

AIG teachers and specialists highlight age-appropriate opportunities and encourage participation as students become eligible and during annual DEP or other meetings with parents/families. The opportunities are also advertised through letters/flyers, emails or phone messages, and social media.

Ideas for Strengthen the Standard: Increase alignment of services with students' AIG identification (2a) without compromising individual, whole child perspective by further facilitating/supporting collaborative planning and decision-making regarding flexible groupings which connect AIG, advanced learning, talent development, and extra-curricular programs to the total instructional program.

Use talent development efforts to catalyze development of Building Norms for identification (Standard 1) or vice versa. Ensure Building Norm-based identifications lead to regularly provided school-based services which are intentional and aligned.

Explore benefits, feasibility of district membership in North Carolina Association for Scholastic Activities (NCASA) to provide additional opportunities for co- and extra-curricular team competitions

Explore using PETS at BES/RES and PBL at RES for identification evidences/data

Continue collaborative exploration among CTE, ITF, AIG and teacher representatives for local Computational Thinking classes

Lend weight to AVID or ROCAME program exploration at BHS

Sources of Evidence: -Differentiated Education Plans
-Master schedules and course/class rosters
-Records of CTE completers, concentrations, job shadowing and internships, and advanced certifications
-Dated I&E rosters and attendance
-Dated flexible groups lists
-Invitations to IEP Conference & Annual IEP Review meetings including AIG teacher/specialists
-MTSS, IAAT, and other data team meetings
-CDM records and artifacts
-Artifacts from Schoolwide Cluster Grouping exploration
-Records and artifacts from math acceleration
-PowerSchool diploma endorsement reports
-Dual enrollment records
-Artifacts and attendance from AIG meetings and trainings
-Artifacts from DEP preparation/revision and DEP folder audits
-Parent/student handbooks
-Artifacts from registration and transition events

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: Students in every grade level and content area exhibit a range of ability levels and readiness, and TCS classroom teachers strive to adapt their curricula through classroom differentiation strategies and flexible grouping in order to address all needs, including the needs of advanced students.

ELEMENTARY GRADES
As described below in Standard 1e, elementary schools use a Continuous Progress model for curriculum and instruction. TCS has adopted Guided Reading and Guided Math curricula and resources to support adapting the NC Standard Course of Study (SCOS) through differentiation, so that all students may continuously receive both direct instruction and learning activities correlated to their readiness and skills.

As described in Standard 2c, TCS elementary schools use flexible grouping to provide appropriate curriculum and instruction to advanced students who need enrichment and/or extension of the SCOS, serving them during instructional blocks and/or Intervention & Enrichment (I&E) periods. Students' assignment to enrichment or extension groups is adjusted after quarterly and/or benchmark testing and may be adjusted at other points as well.

When elementary teachers use electronic resources for independent practice activities in reading, math, science, and social studies, most are tiered and supportive of continuous progress: Accelerated Reader Bookfinder, Adobe Spark, BrainPOP and BrainPOP Jr., Freckle Education, Hour of Code, IXL, Just Books Read Aloud, Kahoot!, MobyMax, PBS Kids, PebbleGo and PebbleGo Next, RAZ Kids, ReadingEggs, and Starfall.

When classroom differentiation and flexible grouping do not provide sufficently advanced curricula and instruction, TCS offers accelerated access to the SCOS through cross-grade grouping, subject acceleration, and/or grade acceleration (see Standard 2g). Instructional leaders build schedules which enable the AIG teacher or specialist to provide planned, sustained accelerated instruction to rostered classes of same- or mixed-age students, along with providing enrichment or extension to flexible groups.

MIDDLE GRADES
The results of elementary schools' Continuous Progress model and accelerated access to SCOS

elementary math classes are seen in the array of SCOS math classes students take at both TCS middle schools: while some progress through 6th, 7th, and 8th grade Maths, others progress into high school Math 1 and even take Math 2 on the high school campus. Brevard and Rosman Middle Schools strive to adapt SCOS middle school maths through classroom differentiation using Illustrative Mathematics resources, and they use curriculum compacting to integrate some 8th grade Math content into Math 1, a year-long class in which the teacher adapts the SCOS with Mathematics Vision Project (MVP) resources.

➤ Note: Because Math 2 is a semester-long course, middle school students who take it may pair it with another semester of academic content. Even though both middle schools offer exploratory levels of World Language, they may allow their Math 2 students accelerated access to high school World Language through North Carolina Virtual Public School (NCVPS) instead of rotating back into a middle school exploratory course.

Further building on the Continuous Progress-based growth of their incoming students, both middle schools are exploring whether to offer high school Earth/Environmental Science to 7th graders and English 1 to 8th graders. In both cases, the courses would likely be year-long, with teachers adapting the high school SCOS and using curriculum compacting to integrate middle school content.
➤ Note: Complementing these explorations, during the 2019-2022 AIG Plan cycle, Pisgah Forest Elementary School will augment its science instruction by using Screening Assessment for Gifted Elementary and Middle School Students (SAGES-3) to identify, instruct, and monitor students who have emerging science talent. As these PFE students move into Brevard Middle, they may form the cohort that would pilot early access to Earth/Environmental Science.

Brevard Middle School will explore using the Schoolwide Cluster Grouping model in order to better faciliate adapting the SCOS in core classes with classroom differentiation and flexible grouping.

HIGH SCHOOL GRADES
As indicated above, high schools use Mathematics Vision Project (MVP) curricula and resources to support mathematics enrichment and extension. In Art, English, Math, Science, Social Studies, and World Languages, both high schools may use Advanced Placement curricula and resources and curriculum compacting to adapt standard high school SCOS andcreate Advanced Placement classes. In all academic areas and most visual/performing arts courses, the high schools similarly adapt the SCOS to create Honors classes. In most Career/Technical Education (CTE) fields, they adapt course Blueprints to create Advanced Studies electives, most bearing Honors credit.

With the support of a variety of partnerships, TCS has extended high school SCOS classes with multiple semesters of advanced elective options:
-the TIME Science research program
-live North Carolina School of Science and Math (NCSSM) interactive videoconferenced classes
-the NCSSM STEM Scholars program
-a locally-developed artificial intelligence seminar and AP Computer Science

ALL SCHOOLS
TCS extends the SCOS of many core academic, visual/performing arts, and CTE courses with in-class, co-curricular events and activities offered annually by many community partners.

TCS enriches the SCOS of selected core academic, visual/performing arts, and CTE curricula with co-curricular clubs and teams that meet during I&E or after school.

Finally, AIG teachers and specialists may further augment in-class, I&E, and after school enrichment and extension by:
-collaboratively planning lessons or units with teachers
-coteaching on regular rotations or for specified units
-organizing their own I&E or after school clubs, teams, or activities

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: TCS recognizes that students perform best when their teachers select instructional practices which draw on students' identified abilitites, readiness, interests, and learning profiles. Instructional leaders and teacher teams compile and consider a variety of data and observations, and AIG teachers and specialists make suggestions and recommendations based Differentiated Education Plans, gifted pedagogy, and their longitudinal relationships with gifted and advanced students.

Instructional practices used in TCS include:
-Creative problem solving
-Critical thinking activities
-Curriculum compacting
-Debate
-Problem-based learning
-Research projects
-Socratic or Paideia seminars
-Thematic or interdisciplinary lessons/units

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

District Response: When TCS AIG teachers and specialists teach students, and when they collaboratively plan or coteach with regular education teachers, they use a variety of evidence-based resources to enhance learning for gifted and high-ability learners. These resources include:

-Differentiating Instruction with Menus for English/Language Arts, math, and science
-DukeTIP's Curriculum Vault and Lesson Blueprints
-Hands On Equation Building

-Math in Real Life
-Mindset Mathematics
-Jacob's Ladder academic and affective curricula
-North Carolina School of Science & Math (NCSSM) K-9 STEM Enrichments
-Primary Education Thinking Skills (PETS)
-SCAMPER Technique for creative thinking
-Visual Thinking Strategies
-William & Mary Center for Gifted Education novel units

Instructional leaders and AIG teachers and specialists would also like to explore:
-Developing Creativity in the Classroom
-Google Lit Trips
-Mentoring Mathematical Minds
-Paul's Elements (or Wheel) of Reasoning
-Teaching Tenacity, Resilience, and a Drive for Excellence
-William & Mary Navigators Heritage Series and newer/revised series

Ever on the look-out for evidence-based resources that could help TCS better meet the needs of advanced and gifted students, instructional leaders and AIG teachers and specialists learn of new ideas from professional development activities; online professional learning networks; state/national gifted associations' research and conference presentations; regional/state AIG meetings; and the AIG and Advanced Learning Division of the NC Department of Public Instruction.

AIG teachers share their discoveries and anecdotes from implementation through a standing agenda item during their "AIG Monthly Maintenance Meetings." The year's electronic collection of meeting minutes, with links to external websites or to files in the Google Team Drive, serves as a catalog of these discoveries. Books or other hard resources are housed in the district AIG library in the Curriculum Support office or in AIG teachers' classrooms/offices.

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

District Response: TCS fosters students' development of future-ready skills by weaving together learning technologies, curricula, and programs and by providing forward-thinking, context-appropriate staff development.

Along with 1:1 devices, TCS students have Google accounts, giving them access to Google Docs, Draw, Sheets, Sites, and Slides, and other applications which allow teachers to deliver technology-enhanced lessons and facilitate student collaboration. Teachers use Google Classroom to distribute, collect, and grade student work electronically. Instructional technology facilitators conduct ongoing staff development for using Google apps, extensions, and other web-based tools for engaging students with content, other students, and assignments or projects. Students' and teachers' access to and facility with technology allows TCS to call Virtual Days instead of closing schools during inclement weather.

TCS fosters teachers' exposure to real-world demands for graduates equipped with future-ready skills by partnering with Blue Ridge Community College to provide Career Academy, an annual summer professional development opportunity. Career Academy combines an overview of local economic development and a three-day behind-the-scenes tour of local businesses and industry. Facilitators guide discussions about incorporating future-ready skills into daily instruction and classroom routines.

TCS offers instruction in World Languages beginning in middle school and continuing through high school, with face-to-face language instruction in Spanish and French and with hybrid instruction in multiple additional languages delivered by North Carolina Virtual Public Schools. In 2017-2018, ten TCS graduates earned intermediate-low bilingual/biliterate recognition, receiving a nationally recognized Global Languages Endorsement. TCS world languages teachers, believing more students can earn that and higher levels of recognition, will investigate offering the American Council on the Teaching of Foreign Languages' web-based AAPPL exam, which uses tasks such as a virtual video chat, creating wikis, and emailing to assess students' language abilities.

Elementary, middle, and high schools offer Creation Stations, Maker Spaces, and various clubs to provide students STEM/STEAM experiences. Instructional technology facilitators and classroom teachers have collaborated to develop Breakout EDU puzzles to build teamwork and problem-solving skills among small groups of students while enriching or extending regular curriculum. Instructional technology facilitators also offer exploratory technology/coding activities during Intervention & Enrichment (I&E) periods at each school. Through the Career/Technical Education program (described below), these exploratory activities will culminate in Code.org-supported computer science curricula in middle and high school.
In 2015-16, TCS added a Marine Corps JROTC program with leadership curricula cybersecurity activities. In 2017-18, TCS entered a partnership with the North Carolina School of Science and Math (NCSSM) to offer a four-course high school STEM Scholars program: participating students take two NCSSM courses emphasizing computational thinking in a variety of STEM fields before selecting two more local, advanced STEM classes. Beginning in 2019-20, TCS will offer Advanced Placement (AP) Computer Science Principles to high school students.

The robust Career/Technical Education (CTE) program begins developing future-ready skills in elementary students with 5th grade Career Day, and then in middle school students may take formal CTE classes in technology systems or biotechnology or 9-week exploratory rotations in health occupations, culinary arts, and business/marketing. High school CTE curricula include nationally recognized career clusters (which themselves include advanced certifications and credentials) Agriculture, Business, Family and Consumer Science, Health Science, Marketing, Manufacturing, Technology, and Trades & Industry. Through CTE, students may pursue job-shadowing and internship experiences once they turn 16 years old.

TCS supports four Career/Technical Student Organizations: Future Business Leaders of America, Future Farmers of America, Health Occupations Students of America, and Skills USE. These four organizations provide students opportunities for travel, collaboration, competition, scholarships, and networking, as well as community service opportunities and leadership development through workshops and camps.

Within this rich, future-ready learning environment, TCS AIG teachers teach critical and creative thinking skills; teach collaborative processes for groups; offer enrichment in developing leadership and citizenship or community/school service; and engage students in Problem-Based Learning

through Genius Hour, Passion Projects, and real world, cross-grade/cross-curriculuar projects.

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

District Response: TCS elementary schools use a Continuous Progress model for curriculum/instruction, relying on formative and ongoing assessment to monitor and respond to student growth.

For students entering Kindergarten, Instructional coaches, lead teachers, and grade level chairs use results from a school- or district-developed Kindergarten Assessment of basic knowledge, skills, readiness to create heterogeneous regular education kindergarten classes in which teachers differentiate instruction; similarly, they use End of Year benchmark and End-of-Grade test data to create classes for grades 1-5.

Within these classes, mClass reading data from Beginning of Year, Middle of Year, and End of Year assessments and/or reading and math results from district Quarterly Benchmark assessments, as well as teachers' own assessments, inform grade level teams' decisions to create and adjust flexible groups and target them with appropriate instruction. This target instruction may occur during daily instructional blocks and/or dedicated Intervention & Enrichment (I&E) periods.

In addition to supporting flexible grouping based on quantitative data, AIG teachers and specialists encourage elementary teachers to plan flexible groups based on student interests and social-emotional readiness and needs. Qualitative sources for these grouping decisions may come from teacher observations and surveys, learning profiles suggested in DEPs, and students' participation in talent development and special programs.

As middle and high schools respond to increasing numbers of students whose grade-level designations belie their academic progress, teachers must increasingly rely on ongoing assessment, both formative and summative, to determine varying levels of student need, proficiency, and readiness.

TCS uses benchmark testing in core subject areas as one form of ongoing assessment. TCS also administers the PreACT to all 10th grade students, in addition to the state-mandated ACT for 11th graders, to gain other indicators of readiness and proficiency in core subject areas. Common pacing guides and standards-based grading practices complement benchmark testing data, so teachers may recognize whether students who move quickly through content are learning it superficially or mastering it. These insights can suggest changing flexible groups, adding enrichment/extension activities, or considering cross-grade or subject acceleration.

CTE teachers may use VoCATS pre-assessments as formative assessments, and for juniors and seniors they may use PreACT and ACT reading and math subtest scores as leading indicators of WorkKeys performance.

World Languages teachers increasingly use standards-based assessment practices to monitor

students' growth, and individual teachers in other disciplines are supported as they also convert to standards-based grading.

TCS encourages collaborative planning between regular classroom teachers, grade level or subject area teams, and AIG teahcers and specialists so that teachers may confidently create flexible groups and collaborate to meet the variety of instructional needs of those changing groups.

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

District Response: Beginning with the 2013-2016 Plan cycle, the TCS AIG program has turned specific attention and resources to the social and emotional needs of AIG students.

A first step was incorporating social-emotional development into annual Differentiated Education Plan (DEP) writing/revising with parents/families and students by increasing personalized learning for younger students and providing older students with long-range perspective for complex goal-setting.

A second step has been collecting and sharing resources about the social-emotional benefits of academic acceleration to counter misperceptions held by educators and parents/families.

A third step has been exploring and using affective curricula such as Jacob's Ladder and Philosophy with Kids in seminars during elementary AIG enrichment periods. Middle schools may explore using Teaching Tenacity, Resilience, and a Drive for Excellence or leadership development curriculum during the 2019-22 plan cycle.

A fourth step has been cultivating a talent development, achievement-oriented culture among gifted and advanced students in all schools. Anchored with an online community maintained by the AIG teacher or specialist through a Google Class, this culture manifests itself in guest speaker presentations (both in I&E periods and targeted academic classes), cross-grade academic clubs/teams, career fields exploration, and wide publication of Credit by Demonstrated Mastery opportunities, college-based camps, contests/competitions, and summer/extracurricular offerings.

Through Differentiated Education Plans and in face-to-face meetings and consultations, AIG teachers and specialists advocate specifically for differentiation, flexible grouping, and curriculum compacting practices which provide gifted and advanced learners access to affective curriculum and interdisciplinary/thematic or interest-based topics alongside their academic learning in regular education settings. AIG teachers and specialists use National Association for Gifted Children (NAGC) Pre-K - Grade 12 Gifted Education Programming Standards to identify appropriate avenues for teachers to extend or enrich gifted and advanced students' learning with affective curriculum that does not compromise academic learning, and they may collaboratively plan or coteach to help ensure its delivery.

Practice G

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

District Response: In K-3, flexible grouping in math and reading instruction are a daily feature of classroom differentiation and are professionally facilitated and supported by collaborative planning and monitoring efforts of grade level teams and instructional leaders. This consistent, close attention to classroom performance allows for routine use of above-level materials and cross-grade grouping both during instructional blocks and in Intervention & Enrichment (I&E) periods. The AIG teacher or specialist may be involved in planning for or facilitating differentiation for these times; additionally, he/she may provide accelerated, enriched, or extended instruction in a separate setting.

Indicators that a child may need direct instruction from the AIG teacher include formal assessment data (e.g., Kindergarten Entry Assessment, mClass data, and grade-level benchmark assessments) and observational data that a student is often performing two or more grade levels above his/her peers. Consistent with principles of flexible grouping, K-3 students who receive AIG instruction on either a rotational or daily basis are regularly monitored and regrouped appropriately.

With informed consent from the parent/family, the AIG teacher or specialist may use aptitude testing (e.g. CogAT verbal, quantitative, and/or nonverbal batteries or Naglieri Nonverbal Ability Test) to further inform instruction prior to the school-wide gifted screening which occurs in the spring of 3rd grade. Case-by-case, early aptitude testing may lead to a formal identification for ongoing gifted service matches.

The AIG teacher or specialist maintains a list of names of students who received AIG instruction in K-3. These students are included in the pre-identification pool during both their 4th and 5th grade years.

Elementary AIG teachers and specialists use research- and evidence-based pedagogy and resources with K-3 students. Rosman Elementary School will continue its emphasis on math acceleration. Pisgah Forest Elementary will add SAGES-3 testing to develop science enrichment in addition to its math acceleration.

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

District Response: TCS creates a variety of routines and support structures in order to facilitate collaborations among educators which will support differentiation.

As described in Standard 2d, all schools use grade level, subject area, or MTSS teams guided by instructional leaders to monitor and respond to student needs and growth. During these routine meetings, teachers may discuss or formally collaborate to implement differentiation.

Because these members of these teams also gather in for Professional Learning Community (PLC) purposes, they meet periodically with AIG teachers or specialists, media specialists, instructional technology facilitators (ITFs), student counselors, and/or CTE or workforce development coordinators to collaboratively integrate complementary curricula, skills, resources, and/or instructional practices

which support or augment differentiation.

In addition to collaborative planning, TCS uses differentiation in its embedded technology training and menu of technology professional development modules to encourage and model classroom differentiation. The AIG Coordinator will follow suit in continuing to develop AIG training and professional development modules so that participating teachers will develop and implement discipline-specific differentiation in their classrooms.

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: When a TCS student is first identified for AIG services, the AIG teacher or specialist invites the parent/family, and when appropriate the student, to confer privately about identification evidence and create a Differentiated Education Plan (DEP) for the school year.

Each school's Team for Academically Gifted (TAG) preapproves a slate of differentiated curriculum and instruction service matches and learning environment modifications which may be included on the DEP:

-Elementary School: flexible grouping, subject or grade acceleration, learning centers, independent work, parallel curriculum, curriculum compacting, AIG consultation/support, and/or AIG enrichment/extension

-Middle School: flexible grouping, subject or grade acceleration, parallel curriculum, curriculum compacting, advanced electives through North Carolina Virtual Public School, AIG consultation/support, and/or AIG enrichment/extension during I&E or exploratory rotations

-High School: alternative culminating products, alternative assessment standards, alternative processes, ability- and interest-based flexible groupings, independent work, curriculum compacting, advanced/complex texts,texts presenting multiple/alternate perspectives, advanced problems/products, thematic/interdisciplinary study, and/or AIG consultation/support

AIG teachers and specialists highlight connections between students' interests, readiness, and abilities by including suggestions for co-curricular and extracurricular activities on the DEP, in addition to service matches. These connections can help parents/families and educators alike sustain students' growth and interests during the school year and over successive years, even when transitioning between schools.

Because these connections become especially important as students transition into and progress through high school, high school DEPs incorporate a "Four Year AIG Trajectory" to guide gifted and advanced learners to view high school as a stepping stone. Each student outlines his/her own intended "Trajectory":

-planning advanced, enriched, and/or accelerated paths of study in specific fields

-planning whether to supplement academic classes with related school- and community-sponsored extracurricular activities, special programs, or job-shadowing or internships

-determining whether earning awards and/or attending special schools may boost them toward more opportunities for further advanced studies

-considering how to develop leadership skills and experience

-considering appropriate and fulfilling service opportunities

To update or revise (DEPs) annually for students who have previously been matched with servies, AIG teachers and specialists use identification evidence, new evidences if any, historical and recent growth and achievement data, and/or qualitative observational data. They invite parents/families and students to arrange private conferences to review and finalize the newly drafted DEP, or parents/families may pick up the draft at Open House (or similar events) and return it with suggestions via the student, mail, or electronically.

Elementary and middle school AIG teachers and specialists develop and revise most DEPs in September/October. High school AIG teachers and specialists develop and revise DEPs for rising 9th, 10th, and 11th grade students in conjunction with students' registration activities. For all grades, AIG teachers and specialists also develop initial DEPs for newly identified students as soon as identifications are approved by school TAGs.

When parents/families cannot meet with the AIG teacher or specialist face-to-face, conferences are held by phone or asynchonously through email.

In all cases, parents/families indicate their informed consent for AIG service matches with a physical or electronic signature on the DEP, a copy of which is maintained in students' DEP folders.

For more details on annual reviews and DEP folders, see Standard 1f.

Ideas for Strengthen the Standard: Strengthen link(s) between talent development (St 2f), St 3, and St 5 by continuing to build student culture achievement that complements (envelops) differentiated affective curricular and instructional practices:
-develop/expand peer-to-peer network with sustained, authentic student interactions
-honor/cultivate relationships between students and adult mentors
-cross-promote community/local advanced learning opportunities and interest-based groups, and support student work on applications, if applicable
-work with teachers, club sponsors, and external partners to find avenues for transferring classroom/academic interests into culture/community building activities and vice versa
-include and celebrate students' processes as well as culminating performances/products.
➤ Could a year-end exhibition, fair, or mixer coincide with the annual Transylvania Scholars Night?

Sources of Evidence: -Student, AIG teacher/specialist, and master schedules documenting accelerated access to academic courses
-Records of NCVPS, CDM, and dual enrollment credits documenting accelerated access to advanced/extended courses of study or enrichment through electives
-Master schedules documenting honors, AP, NCVPS, and dual enrollment options for accelerated pacing
-Pacing guides or unit/lesson plans and assessments showing curriculum compacting, affective curriculum, and other instructional practices for gifted/advanced learners and evidence-based resources
-Rosters from NCSSM, TIME Science, and AP/other computer science classes
-Membership lists from co-curricular clubs and attendance sheets from co-curricular activities
-Lists of students earning Global Language and College/Career diploma endorsements
-Lists of STEM Scholars and CTE program completers
-AIG teacher/specialist schedules and artifacts showing coteaching and collaborations
-Formative assessment, flexible grouping, and crosss-grade grouping artifacts
-Lists of students receiving direct enrichment/extension instruction from the AIG teacher
-Rosters of students in AIG teacher-taught accelerated classes
-Artifacts from MTSS, grade level, and subject area team meetings
-DEP conference artifacts, DEPs, and DEP folders

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: During the 2016-2019 AIG Plan cycle, TCS created a dedicated AIG Coordinator position and developed new routines to better inform and support the work of AIG teachers/specialists throughout its schools.

The AIG Coordinator regularly attends regional and state AIG Coordinator meetings and NCDPI AIG webinars; stays abreast of changes in Advanced Placement, NC diploma endorsements, and Credit by Demonstrated Mastery policies; conducts stakeholder meetings to monitor and improve implementation of the AIG Plan; presents periodic updates to the local board of education; and conducts site-based work sessions with AIG teachers/specialists and TAGs to support AIG programming and personnel.

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

District Response: In their buildings and through the district Team for Academically Gifted (TAG), AIG-licensed specialists engage in tasks which explicitly address the variety of needs of gifted learners:

-Advising and collaboratively planning with instructional leaders to schedule courses/classes, Intervention and Enrichment (I&E) blocks, and instructional rotations; to make class or team assignments; and to select and deliver extension and talent development curricula

-Collaboratively planning with teachers, student counselors, media specialists, instructional technology facilitators, and English Language Learners' and Exceptional Children's teachers to devise and implement differentiation and AIG modifications, including accelerated and/or enriched academic, intellectual, and social-emotional curricula

-Coteaching and/or conducting enrichment/extension lessons or units for flexible groups

-[In elementary and middle schools] teaching advanced and/or accelerated classes

-Facilitate and manage AIG screening, referral, and identification processes

-Collect data to support creating and monitoring flexible groups

-Monitor and respond to academic/intellectual and social-emotional needs of identified and not-yet identified students by serving on or advising Multi-tiered Services and Support teams (MTSS), grade level or department teams, and/or Professional Learning Communities (PLCs)

-Chair school TAGs, collect and maintain AIG data and records, and perform fall and spring headcounts

-Draft/revise Differentiated Education Plans (DEPs) with students and their families annually, and communicate with parents/families about progress and opportunites in the interim

-Ease transitions between elementary/middle school and middle/high school services through activities such as site visits and parent/family and student orientation meetings

-"Unpack" DEPs with staff annually through presentations or meetings

-Respond to local and state initiatives affecting AIG and advanced learners by participate actively in district TAG and professional development activities such as Professional Learning Communities (PLCs), book studies, and professional publication reviews and local and statewide initiatives to support the AIG program and advanced learners

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: In TCS, all personnel who serve as AIG teachers must have an AIG specialist license. Educators may add this to their existing license by passing the appropriate PRAXIS exam or by successfully completing an accredited university licensure program. TCS supports teachers who pursue university AIG licensure coursework with 50% tuition reimbursement.

TCS expects AIG specialists to remain informed about policies, research, and trends in gifted education and to use their knowledge to help guide school and district AIG services. TCS encourages them to participate in professional gifted education organizations such as the National Association for Gifted Children (NAGC) and the NC Association for Gifted and Talented (NCAGT). TCS will explore funding options for sending teams of instructional leaders and AIG and regular education teams to NAGC or NCAGT conferences.

TCS encourages personnel who regularly serve gifted and advanced learners to pursue additional licenses, training, or professional development through opportunities such as:

-National Board Certification or college/university programs

-workshops or conferences for differentiation, evidence-based curriculum/teaching models for heterogeneous classes, formative/ongoing assessment, gifted or twice exceptional learners,

standards-based grading, 21st century skills, or honors/PreAP/Advanced Placement curricula

-face-to-face, local Professional Learning Community (PLC) groups or electronically through state or national organizations' Professional Learning Networks (PLNs)

As described in Standard 2d, TCS conducts an AIG overview for Beginning Teachers and annual "AIG Refresher Training" each fall for all staff, including regular education teachers, special education teachers, instructional support staff, guidance counselors, and 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: As a small district, TCS relies on personnel who are highly qualified in their content areas to deliver core instruction daily. However, practices such as clustering, differentiation, flexible grouping, and acceleration allow AIG teachers and specialists to support regular education teachers as they meet most gifted needs within general education settings.

TCS expects teachers who serve AIG students to recognize their unique needs and contribute to meeting them through differentiation and flexible grouping. To support teachers in these practices, TCS embeds an instructional leader/coach, lead teacher, or AIG specialist into grade level or subject area teams.

As described above in Standard 4c, TCS encourages general education personnel to pursue additional licenses, training, or professional development which will better enable them to serve gifted and advanced learners.

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

District Response: TCS has established the following strategic goals for the district which focus school improvement and professional development:

-Every Transylvania County Schools student has a personalized education graduating from high school prepared for work, higher education, and citizenship.

-Every Transylvania County Schools student, every day has excellent educators.

-Every Transylvania County Schools student is healthy, safe, and responsible.

The AIG plan and program advance these goals in each building and across the district by promoting best practices and fostering a professional culture of ongoing learning and collaboration. With AIG specialists serving on a variety of school-based teams and with instructional leaders participating in

the district TAG, the AIG program can help create synergy in school improvement and professional development efforts.

To further fuel that synergy, beginning in 2019-2020, educators in any school may self-select topical book studies or hybrid or online modules facilitated by the AIG Coordinator which complement school improvement efforts, district curriculum and instructional initiatives, and/or individual professional development plans. Participation may yield artifacts documenting "accomplished" or "distinguished" performance for professional evaluations, a local AIG "badge," and/or Continuing Education Unit(s) for license renewal.

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

District Response: During the 2016-2019 AIG plan cycle, AIG teachers and specialists shared resources and ideas as a standing agenda item in district TAG meetings, participated in AIG Colloquies aligned to AIG program standards, attended conferences and workshops, read professional publications, conducted investigations and collected data, and solicited and reviewed stakeholder feedback.

To build on these professional norms during the 2019-2020 plan cycle, the AIG coordinator will facilitate an AIG Professional Learning Community (PLC) among school and district TAG team members.

Participants will plan and implement professional development learning directly related to their work with/for students, parents, fellow educators, or instructional leaders. At specified times, participants will present their learning to fellow PLC members. Individual reflections and fellow participants' responses and critiques will provide opportunities for participants to refine applications of their learning.

Topics for professional learning will develop teacher leadership skills, identify or improve response to gifted and advanced learners needs, support talent development, or support implementation or revision of the AIG plan.

Ideas for Strengthen the Standard: Complement decisions to offer advanced/accelerated course options with intentional curriculum compacting and/or classroom differentiation which develop broader student access to those options.

Use AIG professional development and PLCs to help foster teacher-leadership and collaborative professional culture: include instructional leaders, human resources director, and/or assistant superintendent in developing indicators and a process to monitor and reward growth in collaborative practices, personal dispositions, and professional capacities.

Sources of Evidence: -Agendas/minutes of school and district TAG meetings

-Artifacts from presentations to teachers, instructional leaders, and Local Board of Education
-Artifacts from collaborative planning and coteaching
-Data collection and artifacts from flexible grouping
-Meeting schedules and artifacts from MTSS, grade level, and subject area team meetings
-Online AIG professional development "menu" of PLC, modules, and book study options
-Registrations, attendance/participation logs, CEUs, "badges," and/or teacher evaluation artifacts from AIG professional development

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: TCS AIG teachers and specialists intentionally cultivate long-term, meaningful partnerships with parents/families to support both academic/intellectual and social-emotional needs of AIG students.

Understanding that relationship-building begins with creating awareness and establishing reliability, AIG teachers and specialists use their school's preferred communication channels (i.e., principal phone messages, letters/flyers in student communication folders, PeachJar flyers) to announce annual events such as universal CogAT screening and Credit by Demonstrated Mastery testing, as well as to publicize AIG/advanced learning opportunities that are open to all students. They continue to build awareness and reliability by participating in annual orientation/registration and school transition events.

AIG teachers and specialists build trust with parents/families by seeking informed consent before undertaking identification or services which are not open to all students. As described in Standard 2e and 2i, they develop partnerships with parents/families in their annual work to create, review, and/or revise Differentiated Education Plans (DEPs) aligned to students' AIG identification. When parents/families feel that the AIG teacher or specialist plays a significant role in their students' education, they may invite him/her to serve as student advocates during parent conferences and IEP or 504 meetings.

In order to address both academic/intellectual and social-emotional development, AIG teachers and specialists highlight age-appropriate and interest-driven co-curricular and extracurricular opportunities and capture these options on the DEP. In elementary and middle school, they also include parents/families perceptions of their students' strengths and challenges on the DEP, while middle and high school increasingly incorporate students' own voices. Including such non-academic activities and this array of perspectives supports meaningful, personalized learning for younger students, and it provides older students with long-range perspective for complex goal-setting.

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: In order to promote stakeholder awareness of the AIG program, TCS posts on its website the current AIG Plan, a mission statement, a summary of Article 9B, the AIG Parent Handbook in English and Spanish, and several links to additional information and resources for parents/families and educators.

TCS communicates the consistency of the AIG program across all schools by maintaining a district AIG webpage, but as the district moves to a new host, the focus of this webpage will change to "AIG & Advanced Learning."

Content will include reference guides, digital presentations, calls for and results of stakeholder feedback, parent/family resources, and a list of local/regional extracurricular and special programs for gifted learners. The district AIG webpage will lend support to other school and district initiatives, programs, and policies which impact AIG students by summarizing and linking to them and/or to blog posts by AIG teachers or specialists. The district AIG webpage will also strive to convey the scope and importance of community partnerships by linking to partners' webpages, as well as by cross-promoting their offerings across TCS AIG social media platforms (Remind, Facebook, and Twitter).

AIG personnel will work with student counselors and/or tech support to ensure that each school's student services webpage and each AIG teacher and specialist's staff page includes a clear link to the district AIG webpage.

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: During the 2016-2019 AIG plan cycle, TCS established a district Team for Academically Gifted (TAG) to inform development and implemention of the local AIG program and plan. While the backbone of the district TAG is monthly meetings with the AIG coordinator, teachers, and specialists, other district TAG participants include the superintendent, the assistant superintendent, the chief financial officer, and principals.

In addition to using quantitative data to evaluate the AIG program for and revise the plan for 2019-2022, the district TAG considered qualitative data and feedback generated through: meetings with district and school instructional leadership teams; school TAGs; topical AIG Colloquies and/or stakeholder meetings involving parents/families, student counselors, and community partners; and annual Stakeholder Satisfaction surveys of parents/families and staff.

Recognizing that participation in stakeholder meetings did not reflect the diverse populations of the district, TCS plans to hold "listening meetings" in partnership with local organizations and stakeholders sensitive to intersections between students' academic/intellectual and social-emotional needs. Participants may be willing to serve as advisors in the future, and issues and ideas raised may lead to changes in the plan and program.

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: TCS understands that students may not fully participate in academic/intellectual and social-emotional opportunities without support from home, so TCS employs a variety of ongoing, two-way communication with gifted learners' parents/families in addition to the annual introductory and transition events and DEP meetings. AIG teachers and specialists use physical and electronic copies of newletters, lists or calendars of upcoming events, and event flyers or letters to publicize opportunties. School websites, principal phone calls, and TCS AIG social media platforms (Remind, Facebook, and Twitter) highlight and provide additional notice of these opportunities.

Because TCS regularly serves students whose parents/families speak Spanish, TCS has developed Spanish versions of its AIG Parent Handbook, and annual stakeholder survey. TCS also uses English-Spanish companion books about gifted students' needs and gifted education programs to facilitate bilingual AIG communications:

Strip, C.A., and Hirsch, G. (2001). Helping Gifted Children Soar: A Practical Guide for Parents and Teachers.
---. Ayudando a los Niños Dotados a Volar: Una Guia Práctica para Padres y Maestros.

District TAG communication norms explicitly direct AIG teachers and specialists to use Google Translate and the companion books to draft new Spanish documents before turning to the teachers of English Language Learners for translation assistance. An additional resource to facilitate bilingual communication is the district's contracted translator service; AIG teachers and specialists will follow principals' instructions for accessing this service.

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: TCS believes that developing students' potential begins with education, but their success depends upon their finding meaningful, fulfilling pursuits in adult life. Gifted and advanced learners, and many other students, benefit from connecting their school work to activities in which they explore their communities and the larger world, activities during which they begin forming their identity as citizens.

TCS is fortunate to have many strong partnerships in Transylvania County and the region. As indicated in Standards 2g and 2i, institutions of higher learning and a variety of community and business/industry partnerships support enriched, extended, and advanced learning for TCS students.

Partnerships with institutions of higher learning:

-Blue Ridge Community College supports both students and teachers. BRCC cooperates with TCS to develop and schedule dual enrollment classes which fit within high school periods and allow for safe

travel time. TCS cooperates with BRCC to ensure that dual enrollment students complete prerequisites and adhere to academic transfer and/or career pathways required for BRCC's state funding. In addition to dual enrollment classes, BRCC and TCS partner to support a career coach who advises and monitors dual enrollment students and works with student counselors to arrange FAFSA application workshops and College Day field trips for juniors and seniors.

-BRCC and TCS jointly offer Career Academy annually, a Continuing Education Unit (CEU) course for teachers, which combines a three-day behind-the-scenes tour of local businesses and industry with an overview of local economic development and concrete discussions about 21st century skills

-Brevard College also supports both students and teachers. Students may dual enroll, and if a sufficient number of high school student request a class, the college department chair may cooperate with the schools to schedule the class during a time which fits high school periods and allows for safe travel time. When Brevard College's teacher preparation department organizes special lecture series or workshops, it invites TCS teachers to participate. TCS helps place Brevard College student teachers and practicum students, has included preservice and student teachers in professional development workshops, and has arranged observations and guest lectures to inform preservice and student teachers about inclusion and differentiation practices.

Various Transylvania County and community agencies actively seek to involve students in year-long leadership-building and community service activities:

-C.A.R.E. Coalition of Transylvania County: Teens Advocating for Future Youth

-VISION Transylvania Community Leadership Development Program: VIZ Youth Leadership

-Transylvania County Library: Teen Advisory Board

-Transylvania County Parks and Recreation Department: Transylvania Youth Council

-Transylvania County Sheriff's Office: Juvenile Crime Prevention Council

-Transylvania County School Board: student representatives attend school board meetings on rotating basis

-Cindy Platt Boys and Girls Club: volunteer staff and tutors

-El Centro Comunitario Hispaño-Americano of Transylvania County: volunteer tutors

-Neighbors in Ministry's Rise and Shine Freedom School: volunteer tutors, homework coaches, and STEAM programming

-NC State Cooperative Extension Service: Transylvania 4-H Clubs

Many organizations and businesses partner with TCS to provide organized, ongoing opportunities through the schools for students to develop career/workplace experience and special skills, interests, and talents:

-local businesses and community/government agencies which host student interns, licensure candidates, and job shadowing experiences

-Mountain School of Strings

-Muddy Sneakers

-NC School of Science and Math Distance Education and Extended Programs

-NC State Cooperative Extension Service

-Transylvania Community Arts Council

-Transylvania County Soil & Water Conservation District

-Brevard branch of American Association of University Women

Students' readiness to succeed in academic programs is matched by the community's readiness to financially support their college ambitions:

-State Employees Credit Union/SECU Foundation scholarship
-Connestee Falls scholarship
-Dorothy S. Bjerg Good Citizen award
-Trooper Giles Harmon Memorial scholarship
-Jim Bob and Dottie Tinsley Journalism scholarship
-Terrell Scruggs scholarship
-Daniel Furr Memorial scholarship
-Transylvania County Dental scholarship
-Hendersonville Pediatrics scholarship
-Transylvania Excellence in Education/Excellence in English award
-Transylvania Excellence in Education/Holbrook-Nichols award for construction, drafting, masonry, or mechanical technology
-Cornelius Hunt Memorial scholarship
-Carolyn Lemond Winchester scholarship
-Transylvania Regional Hospital/Jane Walker Freeman Memorial Nursing scholarship
-Transylvania Regional Hospital/Lindgren Memorial Nursing scholarship
-Adrienne Altman nursing scholarship
-Voso Leadership Award providing for a week-long experience in Washington, DC

TCS also cultivates time-limited partnerships with members of the community. Through the Graduation Project, adults from across the area volunteer to mentor juniors/seniors, building relationships such as advisor-advisee, master-apprentice, or teacher-student, depending on the project the student has chosen. Community volunteers serve on panels to judge Graduation Projects, with 3 or 4 community volunteer judges serving with every 1-2 teacher judge/s.

Through Parent-Teacher organizations, school booster clubs, and the Brevard and Pisgah Forest Rotary Clubs, parents/families and community members help sponsor a variety of field trips, student exchanges, competitions, performances, fairs, and showcases and serve as guest speakers for

classes, clubs, and college/career events.

Ideas for Strengthen the Standard: Continue efforts to raise awareness that AIG services continue through high school and to build genuine partnerships with high school parents/families.

Anticipate and plan for additional documents and resources for parents/families who speak Spanish and other languages.

Develop formal advisory roles for parents/families and external stakeholders and invite regular participation in school and district TAG and Colloquy meetings.

Develop process(es) to have regular dialog with partnering organizations or to regularly solicit their feedback/critique and new ideas.

With AIG Stakeholder and district TAG input, create partnerships with educational organizations to develop local low-cost or free academic/social-emotional enrichment opportunities on weekends & during summer.

Consider growing community partnerships to include scholarships for gifted students to attend academic summer camps.

Create an AIG Parent Volunteer program to support in-school academic and social-emotional activities.

Sources of Evidence: -Physical and electronic artifacts of communications, cross-promotions, and outreach
-Records and artifacts from stakeholder and advisory group meetings
-Translated versions of AIG documents and resources in the AIG Team Drive
-Lesson plans and event flyers documenting guest speakers and their topics
-Flyers and school activities calendars documenting AIG events
-Parent/family Satisfaction Survey response sheets after AIG events
-Results from annual AIG Stakeholder Survey
-AIG Specialists' emails/letters, calendar events, phone logs, conference notes, and meeting records
-AIG newsletters, webpage, social media posts, press releases, and flyers
-Flyers, permission slips, and artifacts from college fairs and school-organized college visits
-Dual/early enrollment records
-Artifacts, registrations, and CEU records from BRCC's Career Academy
-Press releases, Transylvania Scholars Night commemorative programs, and graduation programs documenting scholarships and recipients
-Agendas from PTO meetings, leadership and membership lists, and records of donations to schools
-Emails/flyers about sponsored field trips and events
-Lesson plans and event flyers documenting guest speakers and their topics
-Flyers and school activities calendars documenting AIG & Advanced Learning events

-Parent/family event evaluation response sheets after AIG & Advanced Learning events
-Graduation Project Portfolios documenting mentors names, occupations, and mentoring hours
-Lists of Graduation Project Presentation judges from each school, per semester
-Agendas/minutes from various county boards listing student participants/representatives
-Annual list of students accepted into VIZ Youth Leadership program
-Flyers from organizations and businesses advertising opportunities for student enrichment
-Annual list of students earning Certified Nursing Assistant licenses
-Job shadowing and internship documentation
-Emails, flyers, or school events calendars documenting TCarts Art In Schools assemblies at schools
-Press releases and articles from the Transylvania Times highlighting mini-grant winners
-Weekly "Everyday Education" columns and guest columns in the Transylvania Times
-Faculty meeting agendas and other artifacts documenting agencies' presentations
-Letters/emails or school/office calendars documenting service visits from or special programs by C. A.R.E. Coalition partners

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: In 2017-2018, each school's AIG teacher/specialist, lead teacher or instructional coach, and principal collaborated with the AIG coordinator to draft a building-specific AIG Interim Report. These Interim Reports, along with annual AIG Stakeholder Survey results and SBE policy N. C.G.S. 115C-150.5-.8 {Article 9B}, drive this new 2019-2022 AIG Plan.

The TCS school board will approve the plan before sending it to the State Board of Education and Department of Public Instruction for review and 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.

District Response: Throughout 2016-2019, the district Team for Academically Gifted education (TAG) has used "Monthly Maintenance Meetings" to monitor Plan implementation, to troubleshoot, and to respond to legislative or policy changes. Standing agenda items for these meetings include: auditing DEPs both to ensure compliance and to drive reflection and improvement; sharing effective practices and resources; scheduling site visits or work sessions; and aligning AIG services to complement building-level implementation of local and state curricular changes.

Between "Monthly Maintenance Meetings," TCS has used ad hoc "AIG Colloquies" involving AIG specialists, school and district leaders, partner organizations, institutions of higher learning, and/or stakeholders. Colloquy topics have included:

STANDARD 1: Student Identification

-updating identification and reassessment procedures and criteria

-analyzing CogAT pre-screener data to set a local threshold for full battery CogAT testing

STANDARD 2: Comprehensive Programming within a Total School Community

-investigating possible applications of the Torrance Tests of Creative Thinking

-implementing math acceleration for middle school students

-facilitating Iowa Algebra Aptitude Testing among 5th and 6th grade students to help inform

-middle school Math 1 placements and to anticipate curriculum compacting needs for 6th grade math students

-preliminary investigations for middle school science and language arts acceleration

-clarifying Credit by Demonstrated Mastery expectations and improving CDM Phase 2 communication and assessment processes

STANDARD 3: Differentiated Curriculum and Instruction

-specifying both requirements and local recommendations for advanced math placements following passage of SL2018-32/HB 986

-investigating resources and collecting data to pilot implementation of schoolwide cluster grouping

STANDARD 4: Personnel and Professional Development

-exploring feasibility of and resources for a hybrid book-study/peer observation model for AIG professional development

STANDARD 5: Partnerships

-developing and monitoring a four-course "STEM Scholars" program in partnership with NC School of Science and Math, then scaling it to a second high school

-developing and promoting a new option for dual enrollment through Brevard College

STANDARD 6: Program Accountability

-analysis of and response to annual AIG Stakeholder Satisfaction surveys

-analysis of and response to AIG headcount demographics

-tracking expenses to develop a more comprehensive AIG budget

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: All allotted PRC 034 funds are and used exclusively for AIG. Because TCS uses PRC 034 funds almost exclusively for AIG personnel, use of these funds are monitored by the AIG coordinator, the chief financial officer, and the assistant superintendent.

The superintendent and AIG coordinator will cooperate to develop and monitor an AIG budget which meets the program's needs for AIG identification processes (i.e., universal screening, aptitude testing, and behavior inventory materials), travel within and outside the district, and Governor's School tuition.

Funds supporting professional development for AIG specialists and teachers are provided by building principals and/or the assistant superintendent. Funds supporting personnel for summer CDM testing are provided by the assistant superintendent.   Funds supporting AIG curricula are provided and monitored by their building principals.

Procedures are in place to ensure the appropriate use of these funds.

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

District Response: Transylvania County Schools takes pride in viewing student achievement and student growth as equally important. TCS not only promotes a culture of achievement in each school, but it also monitors and supports individual growth throughout a student's academic career.

Each summer during the district's leadership retreat, disaggregated proficiency and growth trends are shared from state end-of-grade and end-of-course accountability testing, along with information from the most recent NC Roadmap of Need compiled by the Public School Forum, facilitating strategic planning among district leaders and principals. Principals in turn share their schools' data and strategic priorities with their School Improvement Teams (SITs), Multi-Tiered Systems of Support (MTSS) teams, and grade level and/or department teams during formal meetings at the beginning of the school year. As the school year progresses, the school-based teams use data from state or local benchmark testing and the Educational Value-Added Assessment System (EVAAS) to monitor and respond to students' patterns of growth.

Beginning in 2019, disaggregated data will be disseminated to the AIG coordinator. During the school year, the district Team for Academically Gifted (TAG) will work with principals, contributing their longitudinal view of AIG students' achievement and growth to supporting school-based differentiation efforts and preventing drop-outs. Ensuring that AIG teachers and specialists have sufficient planning time or relief from supervisory duties will enable them to participate regularly in district TAG meetings, MTSS meetings or intervention processes, and PLC and/or grade level/department meetings. The AIG coordinator will present updates and gather feedback periodically during principals' meetings throughout the school year.

During the 2019-2022 plan cycle, the AIG coordinator will collaborate with the county administrator who maintains drop-out data to determine recent annual AIG drop-out rates. The AIG coordinator and district TAG will identify whether students who dropped out had been served or "touched" by the AIG

program in order to detect patterns which might inform future action. A process will be developed to facilitate sharing applicable interpretations of gifted testing and talent development results at MTSS and PLC and/or grade level/department meetings to inform to inform intervention and/or instruction.

Because TCS high school students pursue approximately 400 college classes through the NC College and Career Promise program each year, TCS also monitors dual enrolled students' achievement at Blue Ridge Community College (BRCC). During the semester, the Career Coach monitors progress and attendance, communicating with the high schools' student services offices when students' grades are lower than a C or when their attendance is unsatisfactory. Should a student earn lower than a B at semester's end, he/she is place on academic probation at BRCC and cannot register for future classes until meeting with the Career Coach.

TCS monitors achievement data from juniors' ACT and seniors' ACT WorkKeys accountability testing as an indicator of rigor in its college preparatory and Career/Technical Education. TCS administers the PreACT universally to 10th graders and uses its results as a leading indicator of ACT performance, then uses the ACT as a leading indicator of WorkKeys performance. The AIG coordinator collects and monitors students' PreACT and ACT subtest scores in reading, math, science, and English, uses them as described in Standard 2h to create a differentiated "ACT Bootcamp" and shares them with high school teachers upon request to facilitate differentiation.

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: TCS recognizes that the demographics of the AIG population do not mirror the demographics of the general student population. Although TCS instituted universal screening in 2013; parent/family behavioral checklists and a portfolio option in 2016; and anti-bias language in the teacher referral process in 2017, under-representation continues. AIG teachers and specialists will continue to solicit referrals and evidence supporting identifications from Arts, Career/Technical Education, English Language Learners, Exceptional Children, and World Languages teachers. New efforts to increase representation are described in Standard 1c.

Because TCS does not "de-gift" students whose growth, achievement, or behaviors change after identification, TCS considers "retention" in the AIG program to encompass both continued growth and enrollment in school. In addition to drop-outs, TCS monitors the number of high school AIG students who graduate midyear without taking advantage of an additional semester of dual enrollment or other advanced learning options.

Because middle and high schools offer a wide variety of Advanced Placement, challenging electives, and/or honors courses whose curricula support continued growth, TCS encourages students and parents/families to select appropriate classes during registration. As described in Standard 2h, AIG teachers and specialists hold open interest meetings, targeted small group or individual meetings, and parent/family conferences in conjunction with registration activities to encourage students to enroll in rigorous and rewarding classes, particularly those that align to their areas of strength.

If disciplinary incidents, poor attendance, or low grades indicate that identified students are failing to achieve, the AIG teacher or specialist consults with teachers, confers with students and parents/families, participates in MTSS in Tier 2 and/or Tier 3 interventions (i.e., selecting and/or delivering appropriate affective curriculum to students during the I&E period; connecting students to additional school personnel and or partner agencies/organizations).

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

District Response: The AIG coordinator meets with the chief financial officer and assistant superintendent annually to ensure that all state and local PRC-034 funds are used for personnel who are actively assigned to serve AIG students. All personnel serving in this role have earned a state AIG add-on license or have a provisional AIG license and are on track toward a clear license.

Principals, assistant principals, instructional coaches/lead teachers, and grade-level/department chairs make informed decisions about teaching assignments and student schedules by using relevant data provided by the curriculum director(s) and testing coordinator. Information regarding licensure and credentials is kept in personnel files in the Human Resource department.

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: TCS annually uses an AIG Stakeholder Satisfaction Survey to elicit feedback from parents/families and teachers regarding the implementation and effectiveness of the local AIG program. In addition to the Stakeholder Surveys, the AIG coordinator reviews a variety of applicable items the biennial Teacher Working Conditions Survey. When appropriate, AIG teachers and specialists use brief event evaluation surveys following AIG activities in order to elicit immediate feedback from stakeholders. All these sets of survey data distinguish among the individual schools, allowing the AIG teacher or specialist, school TAG, and principal to respond to specific needs or weaknesses. Commonalities and trends across schools allow the district TAG and AIG Coordinator to respond to programmatic weaknesses or needs.

In preparation for writing the new AIG plan, AIG teachers and specialists conducted roundtable discussions with their schools' TAGs to generate additional ideas for improvement. The AIG coordinator and each school's AIG teacher or specialist used the 2017-2018 AIG Interim Report as a springboard to meet with the principal and assistant principal, lead teacher, or instructional coach to evaluate the AIG program at that school.

As listed in Standard 6b above, AIG teachers, specialists, and coordinator also have hosted topical "AIG Colloquies" involving various stakeholders

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

District Response: TCS understands that serving AIG students and developing talent is a complex process involving direct and indirect support to students, parents/families, teachers and other instructional support staff, and school administrators, with each of these stakeholder groups responding to different indicators of success and need.

TCS uses multiple sources of data in order to bring all stakeholder perspectives into consideration when reviewing/revising the local AIG program and plan. Sources of data include:

-AIG headcount data

-screening vs. placement data comparisons

-feedback solicitied from students

-annual Stakeholder Satisfaction Surveys

-event evaluations

-AIG Colloquies

-DPI feedback on previous plans

-AIG Interim Report and self-evaluations of the program

-Teacher Working Conditions survey

-achievement and growth data from standardized state testing

New sources of data for 2019-2022 will include drop-out rates and AIG referral vs. screening vs. placement comparisons.

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

District Response: TCS routinely shares qualitative and quantitative data when working with parent/family stakeholders, district and school TAGs, and educators at each school. These data-sharing opportunities include AIG Parent/Family meetings, AIG Colloquies, writing AIG Interim Reports, and presenting the AIG Plan to the School Board.

Qualitative and quantitative data sources for AIG program evaluation may include:

-current and historical AIG headcount reports

-Educational Value-Added Assessment System (EVAAS) data

-annual AIG Stakeholder Satisfaction surveys from parents/families and from staff

-ad hoc, topical AIG stakeholder groups

-biennial NC Teacher Working Conditions survey

-district testing, including local benchmark testing and the PreACT composite, subject, and skills scores

-state testing, including End-of-Grade tests, End-of-Course tests, NC Final Exams, and the ACT

-grant-driven testing, such as Career/Technical Education exams

-passing rates for students attempting Credit by Demonstrated Mastery and Advanced Placement testing

-number of students attaining Global Languages biliterate/bilingual endorsements, STEM Scholars designations, advanced CTE or business/industry certifications and state licenses, and ACT WorkKeys credentials

-enrollment in NC Virtual Public School and NC School of Science and Math courses

-number of students served through subject acceleration and dual enrollment

-number of students earning Latin Honors (cum laude, magna cum laude, and summa cum laude)

-total dollar amount of scholarships earned

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: TCS holds that the goals and objectives, identification and reassessment processes, placement decisions and reassessment procedures, and all service delivery options of the Academically/Intellectually Gifted Program should be clearly communicated to parents/families. TCS protects the rights of AIG students through written policies, procedures, and practices and publicizes these protections in the AIG Parent Handbook, which is available to the public in both English and Spanish on the TCS AIG webpage.

Informed consent is vital to establishing and maintaining the partnership between home and school in

order to educate a gifted child with academic and affective curriculum in a supportive, nurturing environment. As described in Standard 1f, TCS secures informed consent from parents/families for identification, placement, and revised identifications.

As described in Standard 1a, 1e, and 1f, the TCS student enrollment/re-enrollment form prompts parents/families to indicate whether their student has previously been identified for or been served through a gifted program in another LEA or state. Positive answers automatically trigger an email notification to the AIG teacher or specialist who seek informed consent before matching students with AIG services on the basis of existing data in their cumulative records. If existing data does not support a local service match, transferring students proceed through TCS identification procedures with the current pre-identification pool.

As described in Standard 1f, AIG teachers and specialists review students' performance and achievement during the annual internal DEP audit process to determine whether students' current identification informs optimal service matches. If the district Team for Academically Gifted (TAG) finds that a new identification is appropriate, the AIG teacher or specialist obtains informed consent before making the change.

As described in Standard 3i, TCS conducts annual DEP reviews with parents/families, allowing them the option to decline AIG service matches at any time as well as opt back in should they decide to do so later.

Other safeguards for the rights of all AIG students and their parents/families include procedures for resolving disagreements. Should a parent/family disagree with an AIG identification or placement decision, the following procedures are in place to resolve the disagreement. See G.S. 115C-150.7(b) 7 and G.S. 115C-150.8.

Step One: Appeal at school level

A. The parent/guardian may request a conference with the school's TAG to present concerns. This request shall be submitted in writing. The parent/guardian may elect to provide only the written request without presenting concerns in person at a conference.

B. This conference shall be scheduled within ten school days upon receipt of the written notice and a review decision made in writing within five school days of the conference.

C. At this conference, all information is reviewed and shared with parent/guardian and minutes recorded.

Step Two: Appeal at district level

A. The parent/guardian may request a conference with the district TAG. This request shall be submitted in writing within five days of the school decision and a conference scheduled within ten days upon receipt of the written request. The school's TAG chairperson and the child's teacher(s), principal, and/or other appropriate individuals may be invited to the conference in addition to the parent/guardian.

B. During the conference, additional information may be requested from the child's teacher(s), the parent/guardian, or school TAG. Written minutes of this conference will be kept by TAG.

C. The district TAG shall give its decision in writing within five school days.
Step Three: Mediation (optional)

A. The parent/guardian may request mediation by a neutral third party. This request shall be submitted in writing to the AIG Coordinator within five days of the district TAG decision.

B. It is the responsibility of the school system to identify and compensate a mutually acceptable mediator.

C. The mediator selects the format for the mediation session to follow.

D. The goal of the mediation will be a written agreement signed by both parties in good faith.

E. In the event that mediation does not resolve the disagreement, parents may continue with the due process procedures.

Step Four: Appeal to the Local Board of Education

A. If the parent/guardian disagrees with the decision of the district TAG and/or mediation has not rendered a satisfactory solution, a written request may be made to the Transylvania County Board of Education, Transylvania County Schools, 225 Rosenwald Lane, Brevard, NC 28712.

B. This request should be made within five days of the district TAG decision. The appeal then will be placed upon the agenda of the next Board of Education meeting.

C. The Board will review the concern. The Board may request further information from the parent, the child's teacher(s), the school and/or district TAG, the principal, and the AIG Coordinator.

D. The Board shall make a decision in writing within ten days of the appeal.

Step Five: Appeal to the State (G.S. 115C-150.8 Reviews of Disagreements)

A. In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150C of the General Statutes. The scope of the review shall be limited to: 1) whether the local administrative unit improperly failed to identify a child as an academically/intellectually gifted student, or 2) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains the 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

Ideas for Strengthen the Standard: When analyzing data to monitor program implementation, create and dissemintate/post visual aids or infographics to aid sharing data with various stakeholders.

Create an "AIG Report Card" or "AIG Dashboard" to help Local Board of Education, district and instructional leaders, AIG teachers/specialists and TAGs, parents/families, and external stakeholders visualize, contextualize, and evaluate performance of AIG/advanced learning efforts/services.

Sources of Evidence: -PRC 034 and personnel assignment reports
-Results of annual stakeholder surveys and event evaluations
-Artifacts of LEA self-assessment of the AIG Plan
-Agendas/minutes of building and district TAG meetings
-AIG Headcount data and PowerSchool reports
-DEP audit summaries
-Disaggregated achievement/accountability test data
-Human Resources records of licensure and professional development credits
-Postings and links on TCS AIG social media platforms and webpage
-Records of any grievances maintained by AIG Coordinator

Glossary (optional):
ACCELERATION:
an approach for adapting curriculum/instruction by accelerating the pacing (the rate of standards-based instruction), the timing (the age/grade at which a learner may access the option), or both. See also enrichment and extension.

COTEACHING:
a continuum of professional collaborations between a regular education teacher and another teacher or specialist, ranging from cooperatively developing lessons/units to simultaneous teaching with shared accountability for student performance. A regular education teacher may determine content while a specialist lends support by suggesting, participating in, or monitoring responses to instructional activities. Or, a teacher and specialist may collaboratively plan content and learning activities and then cooperatively deliver complementary instruction.

DIFFERENTIATION:
a teacher's planned response to meet diverse student needs in a single classroom without compromising essential concepts, knowledge, and skills. Curriculum/instructional adaptations may include targeted changes to instructional or management processes, content standards, culminating activities or products, and/or learning environments. Professional principles which guide differentiation are ongoing assessment and adjustment, flexible grouping, clear learning goals, authentic and meaningful tasks, and collaboration between teacher and student.

ENRICHMENT:
an approach to adapting curriculum/instruction by providing a variety of learning opportunities that enhance a student's interests and talents through creative and academic exploration. Enrichment adds meaning, value, and substance to the content standards to which it connects; it may be interdisciplinary, i.e. connected to multiple curricula.
See also acceleration and extension.

EXTENSION:
an approach to adapting curriculum/instruction by adding conceptual depth and complexity in order to broaden students' understanding of the specified content standard(s).
See also acceleration and enrichment.

FLEXIBLE GROUPING:
a vehicle for delivering instructional interventions which temporarily creates more homogeneous learning environments so that:
1) teachers may provide instruction better matched to student needs, or
2) students may interact with compatible peers during academic or social-emotional learning. Revised regularly, placements are based on documented skill levels, readiness, or abilities.

Appendix (optional):
 CogAT screen Letter&Results template (3rd gr).pdf *(Appendix - Standard 1)*

Pauer CogAT Night Before letter.pdf *(Appendix - Standard 1)*
DEP 9-12 BHS_Trajectory.pdf *(Appendix - Standard 1:2)*
DEP K-5.pdf *(Appendix - Standard 1:2)*
RMS DEP.pdf *(Appendix - Standard 1:2)*
19-22 DEP Audit Form.pdf *(Appendix - Standard 1:6)*
Buchanan CogAT testing letter (middle_high school) (1).pdf *(Appendix - Standard 1:6)*
CDM results bar chart.pdf *(Appendix - Standard 2)*
Developing Academic Acceleration Policies.pdf *(Appendix - Standard 2)*
SBE Policy delineating the standards for early admission to kindergarten.pdf *(Appendix - Standard 2)*

SBE Policy_ Globally Competitive Students_ Course for Credit.pdf *(Appendix - Standard 2)*
TCS email - Action needed_ HB 986 affects TCS math teachers & students.pdf *(Appendix - Standard 2)*
TCS-District-and-School-CDM_Teams.pdf *(Appendix - Standard 2)*
Unlocking_Emergent_Talent.pdf *(Appendix - Standard 2)*
Build a Responsive Model of PD for Talent Dev Scouts.pdf *(Appendix - Standard 2:4)*
Findings supporting Build a Responsive Model of PD for Talent Dev Scouts.pdf *(Appendix - Standard 2:4)*
IAAT permission to test Letter.pdf *(Appendix - Standard 2:6)*
NAGC PreK-12 Gifted Education Programming standards booklet.pdf *(Appendix - Standard 3)*
NCSSM K-9 Enrichments Brochure.pdf *(Appendix - Standard 3)*
HLBullock Change Project Expo Poster.pdf *(Appendix - Standard 4)*
Tag Roles and Responsibilities.pdf *(Appendix - Standard 4)*
Weiler dissertation defense.pdf *(Appendix - Standard 4)*
coherence_and_plcs_kappan_jacobson.pdf *(Appendix - Standard 4)*
Espanol AIG Padres-y-Familiares Encuesta - Google Forms.pdf *(Appendix - Standard 5:6)*
AIG Parent_Family Survey - Google Forms.pdf *(Appendix - Standard 6)*
AIG Teacher Survey - Google Forms.pdf *(Appendix - Standard 6)*
Adv Learning _ One Night One Stop Event Feedback_Evaluation.pdf *(Appendix - Standard 6)*
CDM Student Opinions - Google Forms.pdf *(Appendix - Standard 6)*
Decision for Non-Identification.rtf *(Appendix - Standard 6)*
Forum on Credit by Demonstrated Mastery - Google Forms.pdf *(Appendix - Standard 6)*
Invitation to Conference.pdf *(Appendix - Standard 6)*
LEA Transfer Parent Notification _ Permission to Test.pdf *(Appendix - Standard 6)*
Minutes of Meetings to Resolve Disagreements.pdf *(Appendix - Standard 6)*
Parent Notification _ Permission to Test -- 2 versions.pdf *(Appendix - Standard 6)*
Request for Due Process.pdf *(Appendix - Standard 6)*
Withdrawal.pdf *(Appendix - Standard 6)*