

Watauga County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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

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

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Watauga County Schools local AIG plan is as follows:

Watauga County Schools Vision for local AIG program: The vision of the Academically/Intellectually Gifted Department of Watauga County Schools is to provide equitable referral, screening and identification procedures for all students, regardless of ethnic, geographic, and/or socio-economic diversity. Through rigor, relevance, and relationships, an array of service options will be offered to maximize student potential and provide real world learning opportunities for AIG students.

Watauga County Schools is committed to providing equity and excellence for all students and has established gifted education as a priority through Board of Education support. Our goal is to prepare all gifted learners to be productive, responsible citizens who are globally competitive in the 21st century. Services for gifted students must be a part of an overall educational program that supports success for all students and the belief that all students can learn. The Academically/Intellectually Gifted program believes that gifted learners require a challenging, differentiated curriculum that is developmentally appropriate. Differentiation must include enrichment, extension and acceleration opportunities in Kindergarten through twelfth grade and is best accomplished through a range of service options that promote dignity and respect for all gifted students. Instruction should be planned and delivered by certified personnel with expertise in gifted education and additional support must be provided to address the unique social and emotional needs of our gifted learners.

The Watauga County Schools are committed to providing an array of gifted services designed to meet the varying academic, intellectual, social, and emotional needs of our gifted students. Nurturing

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options must be designed to maximize opportunities to develop and exhibit giftedness with under-represented populations targeted. On-going communication between home, school, and community is critical in establishing a student-centered, supportive learning environment. Continuous staff development rooted in research-based best practices in gifted education is a necessity for all staff working with gifted students. Collaborative planning between AIG Specialists and classroom teachers is required for the development of meaningful differentiated curriculum.

Curriculum enrichment, extension, and acceleration must require our gifted students to use critical thinking, problem solving strategies, and creativity to become effective members of society. Our goal/vision is to offer real world learning opportunities that will transcend local, regional, and global contexts and provide our gifted students with the needed leadership skills that will allow them to become successful life-long learners.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$221831.00	\$0.00	\$0.00	\$191266.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2013-2016.

Rationale: We selected this practice to be focused because we want to continue to improve communication about our procedures to our school personnel, parents/families, students, and the community. This will allow us to work with our building level principals and AIG specialists to make sure all stakeholders are informed of procedures.

Goals: -Begin comprehensive review and revision of all AIG forms and documents.

-Translate the AIG plan and all forms into Spanish

-Provide a translator available to answer questions at AIG parent meetings (general information, placement, DEP evaluation)

-Collaborate with the ESL teachers as to AIG services available for all students

-Intentionally provide ELL and all Special Areas teachers with screening forms for the AIG program at every school.

-Monitor the number of ELL students referred to the school placement teams and those eventually placed

to ensure equitable representation.

Description: Student search, identification, and placement procedures that will guide the 2013-2016 AIG plan are described below. The process of matching the student with appropriate service delivery is one guided by individual student needs. Information gathered at each step directs the decision(s) made in each subsequent step in the process. The four steps involved in the student identification and placement process for differentiated services include:

Step 1: Student Search/Screening

Step 2: Nomination and Collection of Data

Step 3: Team Review and Recognition of Needs

Step 4: Placement in Appropriate Service Options Match

STEP 1: STUDENT SEARCH/SCREENING

Step 1 includes all activities to determine which students MAY need further evaluation and/or placement. General information sought in this initial phase is readily available for all students. The AIG Program Specialist shall conduct a formal search annually at the beginning of each school year. Classroom teachers, parents, administrators, and program specialists may make nominations to the Excel Team throughout the year. The student search may include, but is not limited to:

-Teacher judgment in grades Kindergarten through twelve;

-Academic performance as recorded in the cumulative record;

- Review of the North Carolina End-of-Grade Test scores for grades three through eight and assessment data in grades Kindergarten through two;
- Review of State Writing Portfolio and locally administered writing tests;
- Review of Cognitive Abilities Aptitude Test scores for students in third grade;
- Review of data collected through alignment documents for Kindergarten, Grades 1-2, and Grades 3-5; and
- Review of cumulative records for transfer students entering grades kindergarten through twelve.

Youth from culturally/linguistically diverse, economically disadvantaged, limited English proficient, and/or physically disabled populations are included in the search for students demonstrating advanced learning characteristics. When appropriate, an alternative assessment (i.e., the Naglieri Nonverbal Abilities Test, or the Comprehensive Test of Nonverbal Intelligence/C-Toni II and/or flexible criteria) shall be used to accurately assess a student's level of academic development.

STEP 2: NOMINATION AND DATA COLLECTION

Data collection is an essential step in the identification and placement of students in the Academically/Intellectually Gifted Education Program and is the responsibility of the AIG Program Specialist.

Nomination of students will be made to a school level team known as the Excel Review and Placement Team. The Excel Team consists of the school's AIG Program Specialist, Principal/designee, and classroom teachers representing the various grade spans within the Kindergarten through twelfth grade setting. The nominating teacher, the school psychologist, and other appropriate personnel may be invited to join the Excel Team when needed. Prior to initiating the nomination process the AIG Program Specialist in each school will annually provide the staff with the following:

- An overview of the systems service delivery plan for meeting the needs of gifted students;
- The definition of giftedness;
- An awareness session on characteristics and needs of gifted students;
- A review of Best Search Practices (see Appendix C); and
- A review of the procedural steps for nomination and placement of the AIG student.

After the awareness session(s), the instructional personnel may make recommendations to the AIG teacher. Nominations may include the following information regarding Multiple Indicators of Giftedness (See Appendix C).

- Documentation of observed behavior;
- Student performance record and work samples;
- Student achievement data, including but not limited to the North Carolina End-of-Grade Test scores, K-5 Assessment data, etc.;
- Student aptitude information, including but not limited to Cognitive Abilities Test;
- Information about the student's interests;
- Information reflecting the student's motivation to learn; and
- The use of an alternative assessment, if needed, for those students meeting the criteria and teacher/principal recommendation.

Ensuring multicultural education and equitable school experiences provide all students with the opportunity to reach their full potential as learners. Multicultural classroom activities, evidenced in the

school systems implementation of the Sheltered Instruction Observation Protocol (SIOP), are designed to increase teacher awareness and counter the negative effects of race, ethnic, socio-economic bias, and discrimination for students. Students who show potential for giftedness in relation to their own demographic group are monitored. Where appropriate, recommendations for gifted services are made on the basis of test results, ELL/classroom teacher and Gifted Program Director collaborative decisions, observation, multiple alternative assessments and classroom performance.

Once a student is referred for screening, he/she remains in the pool of potential candidates, even if placement may not be recommended by the Excel Team at this time. The AIG specialist should revisit this pool of potential candidates periodically to determine if placement is warranted. The Excel Team decision needs to be documented, and parents shall be notified of the recommended student to service match. Documentation of parent involvement is required for placement in any service delivery options. Parents may request additional assessment/evaluation.

STEP 3: TEAM REVIEW AND RECOGNITION OF NEEDS

The Excel Team uses student data to assess strengths and to determine the need for differentiated services provided by the AIG program and to guide the overall development of the program. Placement decisions must be made to reflect the appropriate differentiation service option that matches student need. The Excel Team meets periodically throughout the year to ensure a student to service match. Annual reviews of students will include evaluations of student performance in the program. The AIG Program Director and, when appropriate, the Exceptional Childrens Program Director and/or the ELL (English Language Learners) Coordinator, assess progress toward the school systems goal of equitability. Curriculum and assessment studies and student success indicated by normed testing data are used to analyze appropriate service delivery to all students. The Excel Team may choose one of the following four routes regarding a students nomination. They may decide:

1. to continue regular education services because data collection does not indicate a need for differentiation based on criteria for access to services;
2. to request additional assessment information to determine an appropriate match of differentiated service;
3. to place the student on a wait and watch list and to direct teachers to continue to observe and collect work samples indicating gifted characteristics to determine if further review is needed; or
4. to proceed with a documented recognition of need and a determination of the appropriate match to service options.

Parental permission will be obtained if additional testing is required. Placement decisions are made using appropriate data and procedures to ensure an accurate appraisal of individual student needs.

- No single piece of information will automatically eliminate a student from consideration for services (e.g., a student who has outstanding mathematics grades, and high math test scores should not be excluded from a placement in advanced math based on a low aptitude score); and
- A single piece of information may indicate differentiated services are warranted. (For example, an aptitude score on an individual assessment in a very superior range is indicative of outstanding intellectual aptitude and should be considered.

Students entering Watauga County Schools and previously placed in gifted services must meet the criteria as presented in the Watauga County AIG Plan for formal placement. A decision about formal

placement will occur when all required documentation has been received and reviewed.

The Excel Team and the AIG Program Specialist maintain a roster of all nominations, nomination information, and decisions reached. Nominated students remain in the pool of potential candidates, even if placement is not recommended by the Excel Team. The AIG specialist should revisit this pool of potential candidates periodically to determine if placement is warranted.

STEP 4: PLACEMENT AND SERVICE OPTIONS MATCH

The fourth step focuses on matching the student with the appropriate service delivery option(s). Criteria for placement for each option and information collected during the student search and the nomination process determine the student match. Recommendations for the student-to-service match will be documented.

Parents and nominating teacher(s) are notified of the Excel Team's decision and invited to participate in the completion of the Differentiated Education Plan (DEP) and to provide required signatures. The DEP documents the service option(s) which meet the needs of this gifted student. The purpose of this meeting is to explain the goals and objectives of the service option(s) and the manner in which progress will be assessed. The AIG Director will attend any meeting for a placement decision requiring radical differentiation.

Special placement considerations will be given to culturally/linguistically diverse, economically disadvantaged, and disabled populations. Students who score below the 93rd percentile on the North Carolina End-of-Grade Tests, but are working well above the class average, may be offered differentiation without formal identification in Language Arts, Mathematics and enrichment, when recommended by the school's Excel Team under the following conditions:

- where the identified gifted population is less than 10% of the school's enrollment, and
- where 50% or more of the school population qualify to receive free and reduced lunch

A Flowchart of Decision Making by the Excel Team (see Appendix C) is a graphic representation of the process for Student Identification and Placement.

We presently post the AIG plan on line and provide copies to all stakeholders in English. The AIG Specialists make an annual presentation to their staff about screening, referral, and placement procedures. Parents receive quarterly newsletters from AIG specialists and an AIG Parent Brochure (including information about placement, array of service options, and due process) is given to parents at the initial placement conference. Parents are updated as to student performance through progress reports, conferences, and report cards. Parents and AIG Specialists meet annually to evaluate the effectiveness of the student's DEP/IDEP (Differentiated Education Plan/Individual) and plan service options for the upcoming school year.

Planned Sources of Evidence: - AIG plan and forms translated into Spanish

- Attendance sign-in sheets for parent meetings
- Plan posted online and copies available
- Copies of new plan available at each school site
- Copies of new plan provided to each AIG specialist
- Documentation of annual presentation to staff by AIG Specialists

- Documentation of collaborative meetings with additional support staff (i.e., ESL teachers, Exceptional Children's teachers, school counselors)
- Documentation of action taken at Excel team meetings
- Student rosters
- Annually signed DEPs and/or IDEPs
- School websites
- AIG pamphlet
- Revised Forms

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools uses multiple criteria in identifying and placing students in the AIG program. A single piece of information may indicate differentiated services are warranted (ie, an aptitude score on an individual assessment in a very superior range is indicative of outstanding intellectual aptitude and should be considered even in the absence of other eligible criteria). However, no single criteria can automatically eliminate a student from consideration for services. Watauga County Schools feels that the use of multiple criteria is appropriate for student placement in the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each site-based AIG Specialist compiles a list of students referred for gifted services at the beginning of the school year. This referral list (pool of candidates) can be added to anytime during the school year. The AIG Specialist begins to develop a student portfolio of information for each referred student. The student portfolio may contain, but is not limited to:

- student achievement (K-2 Assessments, EOG/EOC, EVAAS data)
- student aptitude (Group or Individual)
- classroom performance
- student work samples
- information about the student's interests
- information reflecting the student's motivation to learn
- recommendation from the student's classroom teacher
- observation, if requested
- other relevant information (see Standard 1, Practice A for additional information)

Youth from culturally diverse, economically disadvantaged, limited English proficient, and/or physically disabled populations are included in the search for students demonstrating advanced

learning characteristics. When appropriate, an alternative assessment and/or flexible criteria will be used to accurately assess a student's need for differentiated services.

When all of the needed information is compiled, the AIG Specialist presents the student information to the site-based placement team for nomination for gifted services. The Excel Team (site-based placement team) consists of the school's AIG Specialist, the Principal/designee, and classroom teachers representing the various grade spans within the school setting. The team may also request that the guidance counselor, exceptional children's teacher, or the ESL teacher be present at the placement meeting and provide additional insights into the student's need for gifted placement. The Excel Team uses the student data to assess the strengths of each student and determine the need for differentiated services provided by the AIG program. Placement decisions are made to reflect the appropriate differentiation service option that matches student need. The team may decide that:

- no gifted services are needed
- to request additional assessment information to determine if gifted services are warranted
- to place the student on a "wait and watch" list and to direct teachers to continue to observe and collect student work samples for further review
- to proceed with a documented recognition of need and placement (see Standard 1, Practice A for additional information)

Once a student is referred for screening, he/she remains in the pool of potential candidates, even if placement may not be recommended at this time by the placement team. The AIG Specialist will revisit this pool of potential candidates periodically to determine if placement is warranted and collect additional pieces of student data in support of gifted placement.

Students entering Watauga County Schools and previously placed in gifted services must meet the criteria as presented in the Watauga County AIG Plan. A decision by the school Excel Team about formal placement will occur when all required documentation has been received and reviewed.

K-8 ACCELERATION

Watauga County Board of Education Policy #4.03.35: Shared Accountability Standards

If a student is identified by the site-based Excel Team as academically/intellectually gifted, exhibits outstanding work, is socially and emotionally mature, and/or if the classroom teacher indicates that double promotion will be beneficial, a recommendation is discussed with the Excel Team and forwarded to the principal. If double promotion is recommended by the Excel Team, principal, and classroom teacher, a conference including the teacher, principal, counselor, school psychologist, and the student's parents shall be conducted. The superintendent/designee shall review the recommendation before a double promotion occurs. The school principal has the ultimate responsibility for placement and grading of students in accordance with federal, state, and local regulations.

EARLY ENTRANCE

The North Carolina General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16th to enter kindergarten if he/she is presented for enrollment no later than

the end of the first month of the school year and demonstrates an extraordinary level of academic ability and maturity. The parents/guardians will present information to the principal to support that the child has extraordinary academic ability and is appropriately mature to justify early admission. This information should include an individual aptitude test given by a certified psychologist (at parent expense), an achievement level, student performance information, student work samples, and letters of recommendation with specific documentation of physical and social maturity (A complete listing of State Board of Education guidelines/criteria can be found in North Carolina General Statutes 115C-364, Policy ID Number GCS-J-001). In determining eligibility, the principal shall convene a committee of educational professionals (the site-based Excel Review and Placement Team) who will assist him/her in making decisions about each individual child. In addition, the principal and the AIG Director will conduct an informal interview with the child to determine if the child seeks new and challenging learning situations and a more structured interview with the parents to explain school expectations. Guidelines were approved by the North Carolina State Board of Education and are located in the School Attendance and Student Accounting Handbook (NCWISE Manual) and are referenced in Watauga County Board of Education Policy 5.02.20.

AIG Specialists will review the files of students admitted to school according to these guidelines after the first ninety calendar days of the child being enrolled in school, if the principal deems it appropriate for the child to continue in kindergarten. If the records indicate a possible placement, then a case study is conducted to make a formal AIG placement decision.

At present, the Cognitive Abilities Test is given to all of the third graders in Watauga County Schools in October of that school year. The information gained from this aptitude test becomes the basis for an initial screening for gifted placement. An individual aptitude test (WISC-IV) given by the school psychologist can be requested by the school placement team if the team feels that additional information is needed for placement decisions. This additional assessment can only be completed if parent permission is granted. Academic performance is obtained from report cards and End-of-Grade/End-of-Course scores.

Some of the identified gifted students are also identified for exceptional children's services. These students may be receiving speech/language services, specific remedial instruction in a content area, and/or other services requiring classroom modifications. Other identified gifted students may be placed as highly gifted and require an even more differentiated service delivery. (see Appendix B: Array of Services and Appendix D: Placement Criteria)

Based on recent student demographic information, the student clientele is changing in the Watauga County Schools. We have had an increase in the number of students that are English Language Learners and an increase in the number of students that have requested assistance through free/reduced lunches. However, AIG headcount data does not reflect an increase in the number of placements for English Language Learners.

The AIG Department has provided staff development and educational materials to increase teacher awareness of the characteristics of gifted students from culturally diverse backgrounds. The Department also purchased non-traditional assessments. These assessments may be used as an avenue to gain additional student information and may be requested by the school placement team. Training, as needed, in the interpretation of these assessments will also be provided for the AIG Specialists.

The AIG Specialists will periodically meet with classroom teachers throughout the school year to add

student referrals and meet with the school's exceptional children's teachers to be sure appropriate modifications are being met for gifted students that are twice exceptional.

Planned Sources of Evidence: - Documented list of referrals

- Documented Excel Team agendas and action taken
- Student AIG portfolios
- AIG Plan
- AIG Student Headcount
- Agendas and materials from faculty presentations
- Agendas and materials from staff development opportunities
- Documented meetings with classroom teachers for student referral
- Documented meetings with other support personnel that serve students with dual exceptionalities
- Documented use of nontraditional measures in the student referral and placement process

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The majority of our AIG students are formally placed during the first month of our school year. There is a need for the AIG Specialist to confer with the classroom teachers several times during the year for additional referrals. The AIG Department believes that some students from under-represented populations may need a longer adjustment period to become comfortable in a new learning environment, and that these students may be overlooked if the majority of student referrals are completed at the beginning of the school year.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Watauga County Schools has established several system-wide staff development initiatives. One such initiative is to have all classroom teachers that have an English Language Learner in their class attend a two day training on the Sheltered Instruction Observation Protocol (SIOP). This staff development is designed to increase teacher awareness and counter the negative effects of race, ethnic, and socio-economic bias. The AIG Department will offer additional staff development for classroom teachers and AIG Specialists that will identify the strengths of targeted cultures and focus on the differences in cultural mores for gifted students from culturally diverse and/or culturally disadvantaged backgrounds.

At present, the majority of student referrals for the gifted program are received at the beginning of the school year. AIG Specialists will ask classroom teachers to complete a screening tool "Referrals for AIG Pool of Candidates" at the end of the second and third quarter of the school year. Students may

be referred for several reasons: high achievers; high motivation; high interest; etc.(see Appendix E for a copy of the form). AIG Specialists will then schedule a time to meet with the classroom teacher, discuss the referrals, and begin to collect student data for referrals that should be considered by the Excel Team. Providing the classroom teacher with student referral opportunities several times throughout the school year should lessen the chance of overlooking a student that needs additional adjustment time.

The AIG Specialist will also invite the ESL teacher and other support personnel to serve on the Excel team on an "as needed basis". These professionals can provide additional insights into the student's potential to achieve, assist in interpreting student data, and advocate for student referral and placement.

Planned Sources of Evidence: - Attendance rosters from staff development

- Screening/referral tool for classroom teachers (see Appendix E: "Pool of Candidates")
- Documented meetings with the AIG Specialist and the classroom teachers to review possible referrals and placement data
- Signature of Excel Team members
- Documented student testing accommodations
- AIG Plan
- AIG Headcount/student roster

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Procedures for student screening, referral, and formal identification are identified in the AIG Plan as approved by the local Board of Education. Students are formally placed for gifted services by a site-based placement team (Excel). Members of this team serve on a rotating basis and are trained by the AIG Director.

Goals: -Ensure continued clear communication and support for AIG students in grades 9-12

- Develop an Excel Team to facilitate proper placement and review of AIG services for students in grades 9-12.

Description: The site-based AIG Specialist annually provides the staff with an awareness session that includes:

- an overview of the system's service delivery plan for meeting the needs of gifted students;
- the definition of giftedness;
- the characteristics and needs of gifted students (see Appendix C: Indicators of Giftedness);
- a review of Best Search Practices (see Appendix C); and
- a review of the procedural steps for nomination and placement of the gifted student.

After the awareness session, the instructional personnel may make recommendations/referrals to the AIG Specialist, that in turn are presented to the Excel Team when all required data has been collected.

Currently, each K-8 school has a site-based placement team that is comprised of the teachers on staff and serves on a rotating basis (see Nomination and Data Collection, Standard 1, Practice 1). The AIG Specialist is the chairperson of this team and in the past has provided the team's training that is required for serving on this placement team. To assist in plan fidelity, the AIG Director will invite Excel team members from all schools and the AIG Specialists to attend one of several, scheduled systemwide training sessions. The presentation will include:

- the intent of the AIG plan
- the team's purpose/role
- confidentiality of student information
- the flowchart of decision making
- the array of services available
- placement procedures
- advocacy for students.

Time will be provided for questions and discussion. The AIG Director will also attend the first scheduled Excel meeting at any school where the AIG Specialist is new to the Watauga County School System. The AIG Director will assist the AIG Specialist in collecting student information, planning an agenda for the first placement meeting, modeling correct student placement procedures, and completing any follow-up paperwork for this meeting. Random attendance by the AIG Director and the Assistant Superintendent for Curriculum at placement meetings will occur to ensure plan fidelity.

Planned Sources of Evidence: - Attendance rosters from system-wide Excel Team trainings
- Agenda and materials used at the training sessions
- Agendas and attendance rosters from site-based Excel Team meetings with the AIG Director and/or

Assistant Superintendent for Curriculum and Instruction in attendance
- DEPs/IDEPs
- Testing calendar
- AIG Plan

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Plan for Watauga County Schools is inclusive of information that safeguards the rights of AIG students and their parents/families. Each component of this practice is explained and documented in the county's local Board of Education approved plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parents of the student placed for gifted services by the Excel Team are invited to attend a conference with the AIG Specialist through the "Invitation to Conference" letter (see Appendix E for a copy of this document). The parents and the nominating teacher(s) are invited to participate in the completion of the student's Differentiated Education Plan (DEP-see Appendix E). The DEP documents the service option(s) which meet the need of this gifted student. The purpose of this meeting is to explain the goals and objectives of the service option(s) and the manner in which progress will be assessed. The AIG Director will attend any meeting for a placement decision requiring radical differentiation.

If a referred student is not recommended for placement by the site-based Excel Team, reassessment procedures are evident through the Flowchart of Decision Making (see Appendix C). The team's decision is also documented in the minutes of the Excel Team and on the Student Placement Form (see Appendix E).

Students that transfer from other LEAs and were placed in gifted services must meet the criteria as presented in the Watauga County AIG Plan for formal placement. A decision about the formal placement will occur when all required documentation has been received and reviewed by the site-based Excel Team.

The following procedures are in place to resolve disagreements:

PROCEDURES TO RESOLVE DISAGREEMENTS

To resolve concerns and questions regarding the identification and service options of academically and intellectually gifted students, the following school personnel in the chain of inquiry should be contacted to establish a meeting to discuss issues of referral, identification, or services.

- Regular classroom teacher
- AIG Program Specialist
- Principal

PROCEDURES FOR RESOLVING DISAGREEMENT REGARDING NOMINATION, IDENTIFICATION, and SERVICES

Level I: School Site Review

If parents have a disagreement concerning search and nomination, identification, or services, they may request in writing a meeting with the principal, AIG Program Specialist, and the Excel Team. Other personnel may be requested to attend this meeting as deemed appropriate. This meeting should occur within ten (10) days of receipt of the written request.

Level II: Administrative Review

If the disagreement is not resolved at the school site, the parent(s)/guardian(s) may appeal in writing within ten (10) days of the school site decision to the Academically/Intellectually Gifted Director. They will review the case and respond to the parent(s)/guardian(s) and the principal in writing within ten (10) days of receipt of the appeal.

Level III: School Board Review

If agreement cannot be reached administratively, the parent(s)/guardian(s) may appeal to the Watauga County Board of Education in writing within ten (10) days. The school board will offer a written decision to the parents(s) within thirty (30) days.

Level IV: Administrative Law Hearing

If mediation fails to resolve the disagreement satisfactorily, the parent(s)/guardian(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of:

- Whether the local school administrative unit improperly failed to identify the child as an academically/intellectually gifted student, or
- Whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parents.

Planned Sources of Evidence: - Agendas and minutes of local Board of Education meetings

- Parent communication
- Signed System Commitment document
- AIG documents included in Appendix C/E (Invitation to Conference, Flowchart of Decision Making, Differentiated Education Plan)
- Completed paperwork (required AIG documents) from each AIG Specialist
- Student portfolios
- AIG Plan (Procedures for Due Process and to resolve disagreements)

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: A Differentiated Education Plan or an Individual Differentiated Education Plan is created for each student formally placed for AIG services based on student need and the array of services available. A parent conference is held annually to review and/or revise the student's DEP/IDEP and all documentation is filed in student folders and maintained by the site-based AIG Specialist. The AIG Department feels that this practice is effective and meets the needs of identified AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Once a student has been formally placed for gifted services, the site-based AIG Specialist creates a Differentiated Education Plan that is based on student need and the array of services available. Parents are invited to an initial placement conference, and the AIG Specialist

shares the service delivery options that the student will receive for that school year. A copy of the student's DEP (signed by the parent) is placed in the student's AIG folder. THE AIG Specialist is responsible for maintaining all student records in a secure site and updating the records as needed.

ANNUAL REVIEW

Each year the Excel TEam reviews the progress of each student participating in differentiated service options. This will be accomplished through:

- Ongoing communication from the teacher for each option via progress reports/report cards
- Parent conferences
- North Carolina Ready Assessments and Common Exams
- Student Work Samples

If the student is progressing satisfactorily in his/her service option(s)-

* The parents will be notified of his/her continued placement in those options Yearly Performance Review (See Appendix E), OR

If the student is not progressing satisfactorily in his/her service option(s)-

*The AIG Program Specialist in collaboration with the parent may amend the DEP or write an IDEP.

If a student is not performing satisfactorily, the team reviews its decision concerning differentiated services.

*The parent and student are invited to a conference to determine if there is a continued need for services.

*Another DEP or IDEP may be considered, and/or referral to the school-wide assistance team involving school/community agencies may be warranted.

*The Excel Team may decide that differentiated services are no longer appropriate for the student, thus requiring the student to exit the program. To exit the program the following shall take place:

- Yearly Performance Review completed by the AIG Specialist
- Excel Team Review (decision documented)
- Parent/teacher/student conference (documented)
- Change of Setting form completed by the AIG Specialist and sent to the AIG Director at the Central Office

Planned Sources of Evidence: -Archived student data

- Updated headcount rosters
- Documented parent signatures on DEPs/IDEPs completed annually
- Excel Team meeting notes and Documentation Log
- Central Office files
- Completed Yearly Performance Reviews for each AIG student
- Student work samples
- AIG Plan

Other Comments:

Standard 2: 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools bases all instruction on the North Carolina Standard Course of Study and differentiates the prescribed curriculum as warranted by student ability, interest, and need. The LEA's goal is to provide professional development and subsequent support that will produce highly trained and skilled teachers rather than the purchase of any one program. Site-based decision making allows each school to purchase materials and offer programming that is specific to their clientele and their needs. The AIG Department believes that this practice has been successful based on student performance and growth, teacher retention, and the LEA's state-wide achievement rank.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists provide curriculum delivery that enriches, extends, and accelerates the North Carolina Standard Course of Study. Teacher-created or published curriculum units of study are planned collaboratively and may be delivered by the AIG Specialist or the classroom teacher. Supplementary resources may be purchased county-wide by the AIG Director or selected and purchased by individual schools to meet the specific need of their clientele.

Sample student work products become a part of a portfolio collection that can be used for student referral for the gifted program. The student products/projects provide support for the creation of DEPs/IDEPs and, in conjunction with learning profiles and learning style inventories, assist in student/service delivery option match.

Staff development is based on teacher request, best practices in education, and needs noted by administrators during observations. Watauga County provides staff development, when appropriate, in gifted education for all classroom teachers in grades K-12. Differentiation strategies for the Common Core curriculum is an area of focus. Administrators are invited to participate in these staff developments and provide support for their staff.

The Array of Services (see Appendix B) contains a wide variety of learning opportunities that meet student need, interest, and ability for all grade levels. These opportunities provide ways to enrich, extend, and/or accelerate the curriculum. Advanced coursework is offered at elementary schools and the high school and may include a change in the learning environment. Interest clubs, suggested by the students, are sponsored at all elementary schools. Students that meet specified qualifications may also attend Governor's School, the North Carolina School of the Arts, or the North Carolina School of Math and Science.

Planned Sources of Evidence: - Curriculum units/lessons of study

- Student work products/projects
- DEPs/IDEPs
- Learning profiles and interest inventories
- Staff development offerings in gifted education (agendas/rosters)
- Classroom/AIG Specialist observations by administrators
- Number of students taking advanced coursework
- Number of students attending special schools (Governor's School, NC School of the Arts, NC School of Math and Science)
- Student participation in interest clubs
- Flyers of opportunities for gifted students that are offered off-campus
- Duke Tip Roster
- AIG Plan

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Instructional Services Department of Watauga County Schools keeps abreast of best practices and effective instructional techniques through attending conference, reading professional journals and partnering with the expertise at a local university. The local Board of Education and the Instructional Services Department have provided several professional development opportunities for beginning teachers and new hires to the school system. These focused professional development opportunities have proven successful in achieving student academic growth and improving teacher instruction and will be continued.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Services for gifted students in Watauga County are provided by AIG Specialists that are either fully certified in Gifted Education or in the process of receiving that certification. Their specialized training provides expertise in best practices in gifted education and avenues for appropriate instruction. Having an AIG Specialist at each elementary school also provides an additional instructional resource for classroom teachers.

Purchased materials used by the AIG Specialists focus on enrichment, extension, and acceleration opportunities. The Array of Services (see Appendix B) offers a variety of learning resources and

environments in academic and interest areas. Students may participate in the Duke TIP program in grades four, five, and seven. Students may also enroll in advanced classes on-site or virtually and may participate in dual enrollment opportunities with universities and/or community colleges.

Gifted students may participate in activities that are specific to a subject area (i.e., Battle of the Books, Math Olympiad) or activities that are inclusive of all content areas (i.e., Odyssey of the Mind, Model UN). A Scholars' Weekend offered at a local university provides classes that specialize in topics of student interest (i.e., photography, forensics, journalism) and summer camps/ventures provide a change in the learning environment and service delivery. In each case, the support and collaborative efforts of other school personnel (media specialists, technology specialists, cultural arts teachers, exceptional children's teachers, etc.) are included.

Each Watauga County School is technology focused. Classroom teachers receive specialized technology staff development through an INTEL Technology grant, and many of the individual classrooms have state of the art resources. The 1-1 laptop initiative at the new high school will provide each student new resources and learning opportunities.

The Instructional Services Department provides mandated staff developments annually for beginning teachers and new hires to the school system based on district needs and priorities. Examples of Professional Development Opportunities may include:

1. CRISS (Creating Independence Through Student-Owned Strategies) is taught by a certified CRISS instructor during the school year. The two days of training are scheduled as one day each semester, so participants have time to use the strategies in their classrooms and then share problems/successes. Each participant is required to provide evidence of strategies used, and site-based administrators look for these instructional strategies during teacher observations. Texts are purchased for each participant and may be kept for reference in planning instruction.

2. SIOP (Sheltered Instruction Observation Protocol) is another required staff development for teachers with English Language Learners in their classrooms. This staff development is taught by a certified SIOP trainer and scheduled for two days during the school year. Participants are taught to write understandable language and content objectives for their ELL learners, interactive ways to teach vocabulary, and group oriented comprehension strategies. Multiple recommended texts for use with ELL learners are purchased for participants and may be kept as a planning tool.

3. Professional developments specific to content areas, grade levels, and grade spans are also offered. Focused areas include multiple intelligences, differentiation strategies for all school staff, and brain friendly strategies.

4. Training for teachers and administrators on the use of EVAAS for examining student growth of various populations. This training can help them to determine the most effective instructional practices for producing student growth.

Watauga County believes that staff development monies are better spent in teacher training and follow-up, and not in the purchase of programs.

Planned Sources of Evidence: - Credentials of AIG Specialists

- Purchased materials for instructional use (i.e., units of study from the Center for Gifted Education at the College of William and Mary)

- Array of Services (see Appendix B)
- Curriculum units/lessons
- DEPs/IDEPs
- Student work products
- Students participating in dual enrollment and/or taking advanced classes
- Staff Development rosters
- Classroom Observations
- AIG Plan

Other Comments:

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Director and the AIG Specialists select supplementary resources based on the quality of the material, student interest, and student need. Purchases made must be research-based and enrich, extend, or accelerate the North Carolina Standard Course of Study. The AIG Department feels successful with this practice and will continue in this manner.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists meet monthly with the AIG Director to share ideas and materials that have been successful with their gifted learners. The AIG Director also shares materials viewed at state and national conferences and/or highlighted in gifted publications. Materials are often shared from school-to-school. Appropriate staff development is provided when required for effective material use (i.e., Junior Great Books, PBLs and Science and Social Studies units by William and Mary, Jacob's Ladder from William and Mary, Partners for Mathematics Learning).

Site-based decision making is allowed through local Board policy, so AIG Specialists have the ability to purchase materials that match the unique needs and characteristics of their specific clientele. The AIG Director may also elect to purchase supplementary materials for AIG use that can be housed at each elementary school. The AIG Director maintains a professional library of gifted materials at the Central Office for check-out by the schools and informs administrators of newly acquired materials. Each AIG Specialist will also maintain an inventory of materials purchased for their parent resource center housed in the school's media center.

Staff development in differentiation methods and techniques is offered for all classroom teachers. Differentiated units of study, created by Watauga County teachers, in the areas of math and social studies are available for classroom use. Differentiated instructional strategies are shared through Professional Learning Communities and specific strategies may be modeled for classroom teachers by the site-based AIG Specialist.

Planned Sources of Evidence: - Materials purchased by AIG Specialists and the AIG Director

- Staff development agendas and rosters
- DEPs/IDEPs
- Inventory of gifted materials in the Professional Library at the Central Office
- Inventory of gifted materials housed at individual elementary schools
- AIG Plan

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools and the AIG Department provide numerous opportunities for students to develop the 21st century content and skills through an ever-changing array of services. All aspects of the state's guiding mission for Future-Ready Students: Goals for the 21st Century are focus areas for our AIG Program. Rigor and relevance permeate course offerings, and students are required to be problem solvers, critical thinkers, and creative in their learning approach. Technology focused initiatives are supported by the Board of Education, and students are required to incorporate the use of technology in products and projects. The AIG Department believes that the county's goal to educate academically and intellectually gifted students for healthy, productive citizenship and life-long learning is successful and will continue to seek new and innovative ways to provide advanced level content for gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Through the incorporation of 21st century technology, gifted students will be able to broaden their thinking and learning experiences by communicating throughout the state, nation, and world. With the assistance of Board of Education approved expenditures and grant monies, Watauga County students are exposed to state-of-the-art technology resources. A 1-1 laptop initiative at the high school brings the world to students with a wealth of resources and possible learning opportunities. The use of SmartBoard technology in most classrooms provides easy access to information and supplementary resources for instructional planning and student presentation.

Student DEPs/IDEPs are created with a focus on 21st century content and skills. Problem Based Learning units require student collaboration and communication skills. Student assignments incorporate critical and creative thinking and require creativity in problem solving. Individual Differentiated Education Plans may incorporate challenging research strategies that reflect student interest and/or community and global issues. Instructional collaboration with media specialists and other school support personnel offer additional avenues for content and skill integration. Mentorships

and apprenticeships offer real-world learning opportunities that transcend local contexts. Student participation in service learning projects (i.e., Helping Hands, Empty Bowls, Junior Optimist, Peer Tutoring) assist in developing humanitarian consciousness.

A county-wide focus on producing healthy, active children provides students with knowledge about health issues, maintaining a healthy lifestyle, and a variety of resources for use. Students are encouraged to stay active in an area of their interest and often participate in organized athletics and/or recreational activities.

Student leadership opportunities are provided through various channels (i.e., Beta Club, Model UN, Student Council, National Honor Society, Future Business Leaders, Speech and Debate, and Odyssey of the Mind) and foster responsibility and accountability in interpersonal and intrapersonal relationships. Advanced high school coursework (Honors and AP) may be taken in core subject areas, Foreign Language, the Arts, and/or Career and Technical Education. Elementary students may take advanced coursework on site or online in core subject areas or in subjects of interest (i.e., Latin, German).

Planned Sources of Evidence: - DEPs/IDEPS

- Student assignments/rubrics
- Student work products reflecting 21st century skills
- Mentorships/Apprenticeships
- Online courses
- Curriculum lessons/units
- Supplementary resources
- Problem Based Learning Units
- Participation in community service projects and other extra-curricular opportunities
- County-wide technology initiatives
- Student involvement in school and community initiatives/events (locally and globally)
- AIG Plan

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: On-going assessment should drive any instructional program and provide the teacher with student performance information needed for instructional planning. Watauga County Schools uses data derived from a variety of assessments to plan differentiated curriculum and deliver differentiated instruction. Assessments, formal or informal, paired with the decision-making of trained professionals provide the best road map for collaborative curriculum planning. The AIG Department believes that Watauga County teachers are successful with this practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The best assessment of any student's performance is gathered through teacher observation by a highly trained professional. Watauga County Schools provides a variety of teacher trainings in assessing student performance and providing the instruction that will enable students to reach their potential.

Classroom teachers use formative assessments and teacher observation on a daily basis. Teachers in grades K-5 record anecdotal notes concerning student performance and achievement. These anecdotal notes become the information source for flexible student groupings within and outside of the classroom. Pre-assessments are used at the beginning of a unit of study and students are able to compact out of material in which they score proficient. Teacher created units of study provide differentiation through tiered assignments, student contracts, and other research-based strategies (i.e., think-tac-toes, RAFT-role/audience/format/topic). Student interest and student choice is critical.

Summative assessments (i.e., teacher created, EOGs, EOCs, and Common Exams) provide additional student performance information and may be used in conjunction with formative assessments, student work products, and teacher judgement to recommend students for advanced classes and independent studies.

Planned Sources of Evidence: - Copies of formative assessments

- Copies of summative assessments
- Student portfolios
- Pre-assessments of units of study
- Flexible grouping
- Compacted lessons
- Differentiated units of study
- Tiered assignments

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Specialists at each school work with all educational personnel to provide academic, intellectual, social, and emotional opportunities for gifted learners. Recent purchased materials and trainings will be used to continue supporting the social and emotional needs of AIG students in our schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Department will provide staff development as needed in the social and emotional needs of gifted students. Targeted audiences will include classroom teachers, AIG Specialists, school counselors, and school administrators. The AIG Department will also work with the

AIG Advisory Board to schedule a county-wide Parent Night for parents of gifted students. The session will be held at a central location in the county and the agenda will provide information about the gifted program and other gifted offerings, offer parents curriculum ideas, and provide information about the social/emotional needs of gifted students.

The AIG Specialists will work to create a parent resource center in each elementary school's media center. As funds become available, materials for each of these centers will be purchased by the AIG Director. The AIG Specialists will include information about the parent resource center in their newsletters and on their webpage. A list of available materials will be kept at the school level, and parents will have the opportunity to check out materials for home use.

With assistance from the county-wide AIG Advisory Board and local school support committees, the AIG Director and the AIG Specialists will work to establish additional partnerships and mentorships throughout the county. A list of possible mentors/partners with their expertise will be compiled and shared with all of the AIG Specialists.

With increased access to technology, gifted students can jointly participate in project/problem based learning opportunities and post their finished projects for all students to view. This endeavor will provide gifted students at the smaller elementary schools interaction with other gifted students across the county and broaden their learning environment.

Planned Sources of Evidence: - Staff development rosters (Social/Emotional Issues)

- Curriculum lessons that address social and emotional needs of students
- Counseling sessions documented
- Creation of parent resource centers
- Purchase order for materials
- Agendas for Parent Nights
- List of additional partnerships/mentorships created
- Student created project/problem based learning products
- Announcements of social opportunities for AIG students

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our county is comprised of an extremely diverse student population whose background of experiences and opportunities vary greatly. Some of our students enter public school with language delays and a lack of experiences due to socio-economic issues, but may have natural intelligence in a specific subject area. We are presently offering K-2 nurturing opportunities in our elementary schools as scheduling allows.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Our district will continue to support K-2 nurturing and address scheduling issues for AIG Specialists.

The AIG Director will meet with administrators individually, on-site, to explain the needs of the AIG program. Suggestions will be offered to assist administrators with the effective planning of the AIG Specialists' schedules.

We presently refer, identify, and place highly gifted K-2 students. These students should have individualized services provided by the AIG Specialist. The AIG Director will review school rosters and the AIG Specialists' schedule to see that time for K-2 services is available.

AIG Specialists presently meet on a monthly basis to receive updates and discuss curricular matters. Some of the meetings will be dedicated to the sharing of best practices and instructional strategies that can be used in the K-2 setting. Staff development will also be provided as appropriate to all K-2 teachers and AIG Specialists targeting this population and addressing various learning styles.

The AIG Department will continue to purchase materials as appropriate for each elementary school targeting best practices in gifted education and instructional strategies for working with K-2 gifted students and nurturing K-2 students that may place in gifted services at a later date.

Planned Sources of Evidence: - AIG Specialists'/K-2 teachers' schedules

- The AIG Director's schedule
- Materials purchased for use with K-2 gifted students
- DEPs/IDEPS
- Staff development agendas and rosters
- Monthly AIG meeting agendas
- Learning styles inventories
- Placement criteria and the array of services for grades 3 (see Appendix B and Appendix D))
- AIG Plan

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department for Watauga County Schools provides professional development on differentiation strategies for regular education teachers and other school support personnel. AIG Specialists collaboratively plan instruction with classroom teachers and other school support personnel (ie, EC teachers, ESL teachers) on a regular basis. They also actively participate in transition meetings at appropriate points in the AIG students' academic careers to enhance student adjustment to a new learning environment. Watauga County Schools feels successful with these

practices based on student achievement and teacher performance.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Staff development priorities for Watauga County include differentiation strategies for regular education teachers and other school support personnel. An informal needs assessment is conducted to determine if any discrepancy exists between presently offered enrichment/acceleration options and student performance/need. Services that would better address the educational needs of gifted learners are sought, if warranted. Program goals and objectives are evaluated annually based on program performance in relation to student performance.

Administrators endorse shared planning time for the AIG Specialists and the regular classroom teachers that they support. Collaborative planning is scheduled on a weekly basis. An array of services (see Appendix B) are provided through the regular classroom teacher and/or the AIG Specialist depending upon the level of student need. Appropriate gifted materials are purchased county-wide and site-based to meet the academic needs, interests, and abilities of identified students. Staff development, specific to purchased gifted materials, is provided for AIG Specialists. Regular classroom teachers and other school support personnel are invited to participate.

Each elementary school has access to AIG Specialist services. The amount of service delivery time is based on the AIG headcount for that school. The AIG Specialists provide orientation to the Watauga County Academically/Intellectually Gifted Education Plan annually for the personnel at the school they are assigned. The AIG Specialists attend staff meetings, area meetings, and grade level/subject area meetings at their assigned school. They also attend transition meetings (Pre-K to Kindergarten, second to third grade, and eighth grade to high school) to assist identified students in adjusting to a new learning environment. The AIG Specialists are active participants of curriculum-focused Professional Learning Communities that meet throughout the school year. They also publicize extra curriculum enrichment opportunities through newsletters, the School Fusion Page, parent meetings, and informational flyers.

Nurturing experiences for K-2 students are provided through collaborative, consultative services for K-2 regular education teachers. Nurturing experiences for under-represented populations (i.e., low socio-economics, culturally/linguistically diverse) are provided for students in grades three through eight.

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

Planned Sources of Evidence: - Staff development agendas and rosters

- Needs assessment
- Schedules of AIG Specialists
- AIG Specialists' planbook
- Sample differentiated units of study
- Meeting attendance rosters
- Newsletters

- Webpage
- Informational flyers

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department for Watauga County Schools employs the use of a uniform Differentiated Education Plan (DEP) and an Individualized Differentiated Education Plan (IDEP). These documents are created collaboratively on an annual basis to ensure a smooth transition from grade to grade and proper selection of service delivery options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Plan for Watauga County Schools requires the use of a standard form for DEPs/IDEPs. It is also required that these plans be created annually by the AIG Specialists with input from students, teachers, and parents. AIG Specialists invite parents to conference about and sign the DEP/IDEP at the beginning of each school year. The AIG Director completes a selective audit of folders annually to ensure the DEP process is being followed. The AIG Plan requires AIG Specialists to complete a Yearly Performance Review for each student that they serve.

When transitioning to the high school, a student's course selection becomes their DEP. Course selection is accomplished with input from the student, parents, and counselor. Students are encouraged to take the most rigorous coursework available to meet their individual needs. Counselors will provide information to parents and provide counseling sessions to support AIG students with social, emotional, and behavioral needs. AIG folders for students transitioning to high school are sent directly to a high school administrator for review. That person provides a list of AIG students to the grade level counselor to ensure awareness of identified AIG students and their needs.

Planned Sources of Evidence: -DEPs/IDEPs

- Transition documents
- Transfer of Records Instructions
- Audit documents
- Yearly Performance Reviews
- AIG plan

Other Comments:

Standard 3: 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, the Co-AIG Directors for Watauga County Schools do not hold an AIG license.

Goals: Watauga County Schools will pursue one or more of the following strategies:

- One or both of the current Co-AIG Directors will pursue AIG licensure by 2016
- WCS will hire a High School Curriculum Coordinator with AIG licensure who will serve as the AIG Director by 2016
- WCS will hire an AIG Certified professional to serve as the AIG Director.
- WCS will create a lead AIG Specialist position who will serve as the AIG Coordinator for the district.

Description: It is the intention of Watauga County Schools for the AIG Director/Coordinator to be an AIG-licensed educator and to advocate for all gifted initiatives. The Director/Coordinator facilitates the implementation of the Watauga County Academically/Intellectually Gifted Education Plan and keeps current with legal issues pertaining to gifted education. The Director/Coordinator coordinates countywide assessments of students for identification and serves as an ad hoc member of any of the schools' Excel placement teams. The Director/Coordinator coordinates staff development opportunities and meets monthly with the AIG Specialists providing policy and program updates. The AIG Director/Coordinator coordinates the evaluation of the AIG program and provides communication to appropriate audiences. The Director/Coordinator facilitates the county-wide AIG Advisory Board and meets with this group at least three times per year to provide updated AIG information, answer questions concerning programming and policy, and review the goals of the current AIG plan. The AIG Director/Coordinator oversees the AIG budget, seeks additional funding to support the program, and purchases quality gifted materials for teacher/student use. The Director/Coordinator maintains an accurate student headcount and reviews all information prior to submission. The Director/Coordinator attends AIG Roundtable meetings and the NCAGT conference and communicates with other AIG Directors in the region and state. The Director/Coordinator communicates with the Watauga County Board of Education on a regular basis and upon request. The Director/Coordinator makes site visits, observes the AIG Specialists, and provides instructional feedback. The AIG Director/Coordinator makes monitoring visits during the summer and reviews student files and completed paperwork. The AIG Director/Coordinator chairs the plan revision process and evaluates its effectiveness. Additional information can be found in the Roles and Responsibilities Section of the Appendix.

Planned Sources of Evidence: - Credentials/certifications of the AIG Director/Coordinator
- Agendas and minutes from county-wide Advisory Board meetings

- Board of Education minutes
- Agendas and minutes from AIG Specialist meetings
- Accurate headcount for AIG students
- Timely submission of documentation (headcount/AIG plan)
- Staff development attendance documents
- Survey summaries
- Attendance documentation at regional and state meetings
- AIG Plan (Roles and Responsibilities, see Appendix A)

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools employs AIG Specialists funded by local and state monies. Watauga County Schools continues to place a high priority on having all AIG Specialists certified and licensed and seeks out highly qualified teachers to serve in this capacity. Additionally, Watauga County Schools places value on having AIG Specialists that are National Board Certified teachers. The AIG Specialists are reviewed frequently to ensure that assigned duties and courses are aligned with the specific needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Director reviews the submitted schedules of the AIG Specialists and makes recommendations if needed. The AIG Specialist orients faculties, administrators, and parents to the AIG plan and reviews screening, identification, and placement procedures on an annual basis. The Specialist serves as the chair of the site-based Excel review and placement team, maintains an accurate record of students nominated and placed in the AIG program, and maintains minutes of the proceedings of the Excel team's action. The AIG Specialist assists regular classroom teachers in the training of, planning for, and delivery of differentiated instructional strategies for the gifted students. The Specialist delivers differentiated instructional strategies through a variety of service delivery options for identified gifted students based on student/teacher need (i.e., inclusion, pull-out, exploratory blocks, interest groups). The AIG Specialist creates units of study for primary classrooms and provides nurturing experiences for potential student placements, and collaborates with other support personnel (i.e., EC, ESL) to address the needs of students of special populations.

The Specialist sponsors various competitions (i.e., Model UN, CyberKids, Odyssey of the Mind) and extra-curricular enrichment events (i.e., Space Camp, Chess Club, Battle of the Books). The AIG Specialist communicates with parents annually regarding their child's academic progress through the Differentiated Education Plan (DEP)/Yearly Performance Review (YPR), and the Individual Differentiated Education Plan (IDEP). The Specialist informs stakeholders as to AIG studies and events through a school fusion page, quarterly newsletters, and Parent Night meetings. The AIG Specialist maintains a file for each identified gifted student documenting placement qualifications,

updating testing information and report cards, and annually completed DEPs/YPRs and IDEPs. The Specialist maintains an accurate headcount of identified gifted students and periodically revisits the qualifications of students that the Excel team placed on a "wait and watch" status.

The AIG Specialist maintains licensure by completing required staff development in gifted education strategies, on a 5 year cycle after initial or renewed licensure. AIG Specialists also attend monthly AIG meetings with the AIG Director.

Planned Sources of Evidence: - Agendas and minutes of faculty meetings

- Agendas, minutes, and documentation of decisions by the Excel Team
- Completed files for identified students (including completed DEPs and IDEPs)
- AIG Specialists' schedules
- AIG Specialist planbook
- Lesson plan samples
- Units of study created
- Webpages, newsletters, and flyers
- CEUs print-out for AIG Specialists
- Attendance documentation for AIG monthly meetings
- Calendar of AIG sponsored events
- Attendance documentation for provided staff developments

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Watauga County Board of Education adheres to the state's requirements for teacher certification and renewal. Within the CEUs of renewal that the state requires each 5 years of employment, the AIG Department (with Board Approval) requires AIG Specialists to remain current in gifted strategies and delivery models through a minimum of 10 hours of gifted education professional development. The AIG Department believes that the needs of gifted students are better served when all personnel working with identified students have attended professional development in gifted education. Watauga County Schools remains committed to providing gifted professional development to all teachers as appropriate.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: One of the goals of the Watauga County Schools is to maintain and support a cadre of trained teachers and support personnel to meet the needs of all students. To assure the quality of our educational personnel, the county is committed to providing ongoing and comprehensive staff development. Personnel preparation is a key feature of Watauga County's AIG plan for expanding academic, intellectual, and social options for gifted learners and crucial for the successful

implementation of the Watauga County Academically/Intellectually Gifted Education Program. The purposes of the staff development are to:

- promote awareness of gifted student characteristics and learning needs
- increase positive attitudes toward gifted students and their uniqueness
- expand teachers' backgrounds in multiple intelligences and varying learning styles of students
- provide training in strategies for appropriate differentiation for academically/intellectually gifted students
- enhance skills for working effectively with the advanced learner
- generate enthusiasm for programs that provide differentiated learning opportunities for a wide range of student abilities
- contribute to an overall purpose of renewal, revitalization, and excellence throughout the total school program.

The AIG Department provides staff development in gifted education geared to the classroom teacher (i.e., tiered assignments, strategies for differentiation, multiple intelligences and learning styles) and more specific staff developments targeting AIG Specialists and gifted issues (i.e., underachieving gifted males, models of instruction, William and Mary units of study). The AIG Department plans to offer staff development in the specific areas identified by school personnel on the completed surveys and provide follow-up support. AIG Specialists, school counselors, and exceptional children's personnel and administrators will be invited to attend.

Planned Sources of Evidence: - Staff development attendance documentation

- Excel Team attendance documentation
- AIG Specialist's planbook
- Completed IDEPs
- Counseling sessions documented

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: All teachers hired by the Watauga County Schools are deemed highly qualified by the North Carolina Department of Public Instruction. All teachers hired as AIG Specialists are either fully certified with an add-on license in AIG, or are presently working on that certification through an accredited college/university program. Students that are identified as Academically/Intellectually Gifted are served by an AIG Specialist through inclusion, pull-out, and various grouping options. An extensive array of services is offered by the regular classroom teacher, the AIG Specialist, and other school personnel. The AIG Department believes that superior quality instruction is provided by the AIG Specialists and the classroom teachers.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Director of Personnel reviews the licensure and experience levels of all teachers at all of the Watauga County Schools. Job fairs and universities are used as recruitment sites to attract "highly qualified" teachers to our applicant pool and the system only hires teachers who are "highly qualified" in the core subject areas in which the vacancy exists. The Director of Personnel is available to work with site-based administrators to determine the best placement for students and teachers.

Since Academically/Intellectually Gifted licensure does not fall under the auspices of "highly qualified", the Personnel Director and the AIG Director review potential candidate files when an opening in AIG occurs. An interview list is created based on teacher certifications and experiences. The AIG Director, the Personnel Director or designee, and the site-based administrator conduct interviews. Any teacher hired for an AIG position that does not have AIG licensure is issued a provisional license from the Department of Public Instruction and is then given two years to complete that licensure through an accredited college or university. Any teacher hired with an existing AIG licensure becomes responsible for maintaining their license in accordance with DPI guidelines and the Watauga County Schools' AIG plan.

AIG Specialists collaborate with classroom teachers and support personnel to provide an appropriate differentiated program of study for identified AIG students which extends the North Carolina Standard Course of Study both vertically and horizontally. Flexible clustering and/or flexible pacing may occur to meet student needs.

Planned Sources of Evidence: - Credentials of highly qualified teachers

- AIG Specialists' credentials
- Staff development agendas and rosters
- AIG student's class schedule
- Watauga County Schools' Title IIA Plan
- Watauga County Schools' AIG Plan

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Central Office Instructional Services Team for Watauga County Schools is comprised of the Assistant Superintendent for Curriculum, K-12 Curriculum Director(s), and the Exceptional Children's Director. This team establishes professional development priorities and opportunities based on student data, and school, district, and state initiatives. The Instructional Services Team believes this is an effective approach as evidenced by the academic success of the students in the Watauga County Schools gifted program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each year, the Instructional Services Team for Watauga County Schools plans and

delivers professional development opportunities based on student/school/district need. Administrators and teachers complete a staff development needs assessment and the results become a basis for planning. The Instructional Services team reviews all data, the North Carolina Teacher Working Conditions Survey, and individual School Improvement Plans for additional needs. System wide staff development goals are established and a timeline of implementation is designed. Great care is taken that staff development offerings do not overlap in date and time to maximize attendance. Monthly scheduled meetings of the Central Office Curriculum Team provide an avenue for updates, discussion, and decision-making.

The Watauga County Board of Education mandates several staff developments for new hires (i.e., CRISS-Creating Independence Through Student-Owned Strategies, SIOB -Sheltered Instruction Observation Protocol). There is a concentrated effort to mesh all county-wide staff development, rather than beginning new initiatives each school year. AIG Specialists are invited to attend all regular education staff developments, and regular education and support personnel are invited to attend AIG staff development offerings. Each individual school may also plan additional staff development based on that particular school's teacher/student clientele and identified instructional needs.

Planned Sources of Evidence: - Instructional Services Team agendas and minutes

- School Improvement Plans
- Watauga County Schools' Working Conditions Survey
- Needs surveys
- Staff development attendance rosters and evaluations
- Watauga County Schools' Board of Education mandates
- District, state, and national initiatives

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Instructional Services Team for Watauga County Schools keeps abreast of changes in teaching standards through attending state and national conferences and being present at regional meetings and information events sponsored by the Department of Public Instruction. The team also participates in NCDPI sponsored webinars, phone conferences, and podcasts. Articles in professional journals are read and implications of the findings are incorporated into the local planning of professional development. Professional development is aligned to research-based best practices and national teaching standards. Use of the state mandated teacher evaluation instrument, which is inclusive of 21st century skills, provides a road map for professional growth and reflection.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: High quality professional development is the avenue for improving the knowledge base

of our educators and providing appropriate differentiated instructional strategies. The Central Office Instructional Services Team for Watauga County Schools focuses on the following staff development offerings for all staff:

- Brain Friendly Strategies;
- Reading Across the Content Areas (ie, CRISS);
- English Language Learner support (ie.SIOP);
- Formative Assessment
- Differentiation techniques
- Content Area knowledge
- Common Core and Essential Standards

Each year new teachers to the system are provided opportunities to attend these types of staff developments.

Curriculum alignment meetings with curriculum updates provided and time included for discussion for the Instructional Services Team. Local curriculum documents are reviewed and modified when needed and are approved by the local Board of Education.

Continued training for administrators on the Teacher Evaluation Instrument and EVASS is offered. The Watauga County School system encourages teachers to pursue additional degrees and offers a free, year-long class in support of National Board Certification.

Planned Sources of Evidence: - Number of Nationally Board Certified Teachers

- Number of AIG Teachers that are also Nationally Board Certified
- Staff development agendas and attendance rosters
- Agendas and minutes from Curriculum Alignment meetings
- Locally approved Board of Education Curriculum Alignment Documents
- Use of the Teacher Evaluation Instrument and EVAAS

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools continues to support daily opportunities to plan, implement, and refine teaching practice for our AIG Specialists. Special attention is paid to carving out time for collaborative planning and funding out-of-county professional development opportunities for AIG Specialists.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists meet monthly with the AIG Director to clarify issues regarding service delivery options and receive updates concerning gifted education initiatives. The Specialists are also active participants of regular education Professional Learning Communities. AIG Specialists attend the grade level and subject area meetings of the grades/subjects they are assigned, plan

collaboratively with regular education, and strive to meet with other school personnel that provide services to gifted students. They also participate in staff development offered by regular education so they are knowledgeable about new strategies, programs, and initiatives and can be of support to the classroom teacher.

AIG Specialists provide direct service to gifted students in a variety of ways (see Appendix for Array of Service Options). The Specialists may co-teach with a classroom teacher and model gifted strategies. They may also assist the regular classroom teacher in designing differentiated instructional activities and assist in providing appropriate resources. In some schools, the AIG Specialists may be assigned additional supervisory duties (i.e., morning duty, bus duty). All of these assigned areas of responsibility may limit the amount of time that is available for collaborative planning with classroom teachers and other school support personnel.

The AIG Director will meet with each site-based administrator during the summer to define areas of responsibility for each AIG Specialist. The AIG Director will also review the daily/weekly schedule of each Specialist to ensure there is adequate time allowed for individual and collaborative planning. As available, additional funding will be requested to support the attendance of AIG Specialists at professional development opportunities and state meetings/conferences in the area of gifted education.

Since only one AIG Specialist is assigned to most of the elementary schools, there is often a feeling of isolation. The AIG Department will work with the Technology Department of Watauga County Schools to establish a wiki/discussion board for AIG Specialists to improve the sharing of instructional ideas and materials.

Planned Sources of Evidence: - Documented meeting logs of the AIG Director and site-based administrators

- Daily/weekly schedules of AIG Specialists that include individual and collaborative planning times
- Attendance documentation of AIG Specialists attending state conferences and out-of-county professional development opportunities in Gifted Education
- Participation of AIG Specialists on the wiki/discussion board
- AIG included in School Improvement Plans

Other Comments:

Standard 4: 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 AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools delivers services to gifted students based on a philosophy that defines gifted education as a design of many options and alternatives that vary in kind, and degree, and duration, for many different students. (Treffinger, 1989) This array of services ranges from developing gifted potential to addressing the needs of students who demonstrate advanced skills and abilities. The array of services also includes the nurturing of potential student placements and the collaboration of school support personnel to meet the social and emotional needs of gifted learners. The AIG Department believes that this service delivery practice has been successful.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A comprehensive service delivery system is provided for gifted students through appropriate learning environments, content differentiation, and special programs. Appropriate learning environment settings include the regular classroom, another classroom, a resource room, another school within the system, or an inclusion setting. In some cases, the settings may even go beyond the school walls. These different learning environments permit flexible clustering and flexible pacing options. Content differentiation provides strategies for differentiated instruction for gifted students. Special programs exist for students of all ages who show unique interests and talents. These programs are offered through regular education, co-curricular opportunities, and resources outside the school community.

Planned Sources of Evidence: - DEP/IDEP

- Array of Services/Delivery Options/AIG Plan
- Lesson plans
- Class rosters
- Student products
- Webpages and/or Newsletters
- Flexible grouping, pull-out, inclusion
- Interest groups
- Grade/subject acceleration

Other Comments:

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Academically/Intellectually gifted students exhibit behaviors which are different from other students of their age, experience, or environment. The Watauga County Schools are committed to providing an array of services designed to meet the needs of gifted students in English/Language Arts and Math. Watauga County educates Academically/Intellectually gifted students for productive citizenship and life-long learning in the 21st century. Since gifted students flourish in a climate of on-going communication within and between school, community, and administration, continuous professional development and collaboration is encouraged to appropriately meet the needs of advanced and gifted students. This practice has been successful for Watauga County Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists meet with teachers, other professionals and parents to explain and implement services that meet the needs of gifted learners. AIG Specialists meet together on a regular schedule to share materials, professional development, and ideas relating to best practices in gifted education. The K-2 nurturing component allows early interaction with potentially gifted students. The AIG Director provides professional development from experts in the field of gifted education that address the 21st century skills. At the beginning of each school year, AIG specialists develop a DEP/IDEP for each student in the AIG program with strategy options tailored to the need of each gifted learner. This plan is reviewed at the end of each school year to assess growth and/or identify further needs. The school system and each school promote enrichment opportunities that benefit gifted students. Community members may support the AIG program by contributing knowledge in their areas of expertise through mentorships, field trips, and volunteering opportunities.

Planned Sources of Evidence: - DEPs/IDEPs

- Lesson plans
- Team planning minutes
- Surveys
- NCSCS
- Yearly disaggregation of data, including EVAAS
- Professional development presentations and attendance records
- EOGs
- Mentors
- Field trips
- Presentations by volunteers
- Subject/grade acceleration and leveled/honors/AP classes
- Online courses
- Subject specific competitions (i.e., Math Fair, Math Club, CyberKids, Chess Club, Battle of the Books for grades 3-5 and 6-8, Model UN, OM)

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Focused Practice for 2013-2016.

Rationale: The Watauga County Schools system believes that services for gifted students must be part of an overall educational program that supports excellence for all students and believes that all students can learn. The standards and expectations for gifted students in the Watauga County Schools are appropriately challenging and have been successful in enriching, extending, and/or accelerating the North Carolina Standard Course of Study.

Goals: - Update and realign existing units of study to the Common Core and Essential Standards
- Create new units of study based on the Common Core and Essential Standards

Description: The Watauga County School System recognizes its responsibility to promote dignity and respect for gifted individuals from all cultures and backgrounds and to promote a nurturing environment which engages gifted students in experiences that connect learning to real world applications. The LEA employs AIG Specialists (certified or in the process of gaining an add-on license) for each elementary school, and provides staff development in gifted education for regular classroom teachers. Professional development for classroom teachers, focusing on best practices in gifted education, provide an avenue for collaboration and the creation of multi-tiered units of study. AIG Specialists attend Professional Learning Communities established for regular education teachers and contribute through discussion and instructional ideas. The AIG Specialists also attend grade level and team level meetings at their assigned schools to ensure open lines of communication and total school programming. Various grouping options (flexible clustering, inclusion, pull-out, etc.) provide for appropriate delivery match for identified gifted students and maximize the opportunities to nurture giftedness for other targeted students (i.e., under-represented populations).

Planned Sources of Evidence: - AIG Specialists' licenses

- Professional Development attendance records
- Advanced differentiation (Notebook of tiered assignment units created by regular education classroom teachers)
- Grouping options (flexible clustering, inclusion, pull-out)
- Collaborative meetings between classroom teachers and/or resource teachers
- Lesson plans
- Student portfolios
- AIG Specialist assigned to each school
- AIG Plan (acceleration and grouping information)

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Every effort is made by the AIG Department of Watauga County Schools to keep all stakeholders informed as to service delivery options for gifted students, regulations related to gifted education, and the local AIG program and plan. The AIG Department believes that efforts have been successful and will continue with the same practices in the future.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The local Board of Education approved AIG plan can be found on the Watauga County Schools' webpage under the Curriculum and Instruction link. The names and contact information for each school's AIG Specialist is listed. The AIG Specialist provides training, annually, for classroom teachers on the nomination process and the use of multiple criteria to recognize academically/intellectually gifted students and their needs. Additional information can be found on each AIG Specialists' webpage and/or through newsletters. Parents/families of gifted students conference annually in collaboration with the AIG Specialist to review their child's Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).

The AIG plan and referral/identification procedure is reviewed at each meeting of the site-based Excel (placement) team. AIG Specialists share AIG updates at area and grade level meetings. Monthly meetings held for AIG Specialists by the AIG Director provide another venue for discussion, plan clarification, and gifted education updates.

Monthly updates are provided to administrators and the Central Office staff by the AIG Director, and AIG updates for the Board of Education are presented by the AIG Director per request. Changes in gifted education regulations, questions concerning the fidelity or delivery of the AIG plan, and plans for the AIG program for the upcoming school year are addressed and presented at the summer Administrator Retreat by the AIG Director.

Planned Sources of Evidence: - School staff presentations by the AIG Specialist concerning the AIG plan

- Webpages and/or Newsletters
- AIG Plan and other information about the AIG plan online
- Board of Education presentations (agendas/minutes)
- Faculty/Area/Grade level meetings (agendas/minutes)
- DEPs/IDEPs written and signed annually
- Excel team meetings (agenda/minutes)
- Agenda of Administrators' Summer Retreat

Other Comments:

Practice E

Communicates among and between teachers and schools to ensure an effective continuation of K-12

services, especially at key transition points.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Director and the AIG Specialists maintain open lines of communication between teachers and schools concerning delivery options as students transition from grade span to grade span and from school to school. The AIG Department believes that the communication has been successful through the collaborative discussion and planning of all stakeholders and the ease of student transition.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Open lines of ongoing communication among all stakeholders are essential in ensuring the continuation of appropriate AIG services for identified gifted students. Classroom teachers are required to collaborate with the AIG Specialist to develop student DEPs/IDEPs. Service delivery options and differentiated instruction are accomplished through collaborative curriculum planning.

Concentrated efforts are made by the regular education teachers and the AIG Specialists to ensure smooth student transitions from grade to grade and from school to school. A transitional meeting for each elementary school is held at the local high school for rising ninth graders and their parents. Students and their families are able to tour the facility, learn about high school expectations, and hear information about possible academic, social, and athletic opportunities that are available. High school counselors are also present to answer any class registration questions.

Site-based AIG Specialists are responsible for maintaining and updating the portfolios for identified gifted students annually. The student portfolio is sent to the receiving school if an identified student moves from one school to another within the county. If a student moves out of the school system, a copy of their AIG portfolio is included with other transfer information. The original student portfolio is then stored as an "inactive" file. At the end of the school year, each AIG Specialist compiles a list of rising ninth graders indicating the areas and levels of services they have received at the elementary level. This information, along with the student portfolios for rising ninth graders, is sent to the Assistant Principal at the high school who has been assigned gifted education responsibilities. A copy of the student list is also sent to the AIG Director at the Central Office.

Planned Sources of Evidence: - Dates of high school visits by rising 9th grade students

- Annually signed DEPs/IDEPs
- Successful transfer of AIG student information
- Student schedules
- Agendas/minutes Excel team meetings

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's

teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Specialists annually present and explain the AIG Plan to each school staff including AIG procedures. AIG Specialists review roles and responsibilities of the school community and service delivery options. School Excel teams meet as needed to review the success of individual student DEPs. Parents are included in the discussion of the learning environment and the type of instruction delivered by the AIG Specialists. EC and ESL teachers are included in the referral/placement process as appropriate for the students that they serve.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Specialists are assigned to every elementary school in the system to ensure an array of services is provided for identified gifted students. The AIG Specialists collaborate with classroom teachers and certified support personnel to provide an appropriate differentiated program for students which extends the North Carolina Standard Course of Study both horizontally and vertically. AIG Specialists may work with identified students in a 1-1, small group, or whole class setting. AIG Specialists may model appropriate gifted strategies for classroom teachers, co-teach with a regular education teacher, and/or provide curriculum coaching. A nurturing component for K-2 students is planned through collaborative, consultative services for K-2 regular education teachers. The K-2 nurturing component provides a variety of experiences through curriculum enrichment and extension.

Site-based AIG Specialists meet monthly with the AIG Director to receive information concerning gifted education, and administrators are provided monthly updates about the AIG program. Administrators support shared planning time for the AIG Specialists and other educators. The county-wide Advisory Board (comprised of parents, educators, and community members) meet regularly to review the program's implementation and offer suggestions.

School Excel (placement) teams meet as needed throughout the school year and team members are representative of grade spans. Student DEPs and IDEPs are reviewed periodically to ensure that there is a match in student/service delivery differentiation.

In an effort to accurately refer and place all students that meet the criteria as stated in the AIG Plan for Watauga County Schools, ESL and EC teachers are a part of the student referral, identification, and placement processes as appropriate. AIG Specialists periodically ask ESL and EC teachers to provide a list of student recommendations for placement consideration. The ESL/EC teachers also serve as an adjunct members of the school-based Excel (placement) team and assist in the presentation of student data, work samples, and information on the overall potential of the student to achieve.

Planned Sources of Evidence: - Student DEPs/IDEPs

- Faculty/Area meeting minutes
- Planning meeting minutes
- County-wide Advisory Board meeting minutes

- North Carolina Standard Course of Study
- Invitation to Conference letters
- County and school websites
- Excel meeting minutes
- Lesson plans (classroom teachers and AIG Specialists)

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Department believes that working collaboratively with the Student Services Department will provide an avenue for additional support in meeting the social and emotional needs of AIG students.

- Goals:**
- Provide, as appropriate, staff development in the social/emotional needs of gifted learners
 - Provide time for school counselors and AIG Specialists to collaborate and provide joint student services, if warranted
 - Work to establish protocols that will address if and when AIG students will be required to complete classwork missed when receiving AIG pull-out services.

Description: The school counselors provide individual and small group counseling sessions for students that have been referred by classroom teachers and/or referred by the school's assistance team. The counselors also meet with each rising ninth grader, offer course suggestions, and assist with the high school registration process.

The classroom teachers, AIG Specialists, school counselors, and parents of gifted students participate in 504/IEP/DEP/IDEP meetings to plan appropriate student services. Individual parent conferences are held as needed to review and revise student services. Continuing to offer professional development opportunities that classroom teachers, AIG Specialists, and school counselors can attend together will provide a common language and knowledge base. Collaborative planning and delivery of student services will be easier to address when all school personnel are working toward the same goal, including appropriate expectations with regard to make-up work as a result of AIG pull-out. To support this goal, AIG Directors will meet with Principals to develop county-wide protocols for missed work.

The AIG Department will also work with the county-wide AIG Parent Advisory Board. The purpose of the AIG Advisory Board will be to promote Gifted Education in Watauga County, disseminate information about gifted education, create enrichment opportunities for students, and provide families with scholarships and tuition assistance for enrichment programs. The AIG Advisory Board will be an appropriate venue for sharing information about the social and emotional needs of gifted learners with parents.

Planned Sources of Evidence: - Staff development agendas/attendance sheets

- Documented collaborative meetings with classroom teachers, AIG Specialists, and school counselors
- Documented guidance services
- DEPs/IDEPs
- Student IDEPs created with input from all stakeholders
- AIG Parent Advisory Board Agendas
- County-wide protocols for missed work

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools has been successful in offering a variety of accelerative opportunities when deemed appropriate for the gifted learner. The local Board of Education approved AIG plan addresses each of these options.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A well-planned array of service delivery options (see Appendix B) provides most gifted students with avenues for enrichment and extension. However, highly gifted students may require radical differentiation strategies and/or placements.

The AIG plan for Watauga County Schools, in conjunction with the Watauga County Board of Education Policy Manual, defines how students are able to access accelerative instruction, if warranted. Parents seeking early entrance to Kindergarten are provided information about the process by the AIG Director and must meet the criteria referenced in the Watauga County Board of Education Policy 5.02.20 and in the North Carolina General Statutes 115C-364, Policy ID Number GCS-J-001 (see Standard 1, Practice B). Parents seeking grade acceleration for their child must meet the criteria as described in the Watauga County Board of Education Policy # 4.03.35 (Shared Accountability Standards).

Dual enrollment allows middle and high school students to be enrolled in two levels of schooling at the same time. Students may remain at an appropriate level for the majority of their study and attend an advanced level for a specific course or periods of time. This option may be appropriate for high school students who may be enrolled in post-secondary courses or middle school and high school students who may enroll in advanced courses via Distance Learning (i.e., NCVPS). Students seeking these placement options must comply with North Carolina Statutes and meet the criteria as described in the Watauga County Board of Education Policy #4.04.30a.

A student may apply to a college or university that offers an early-admission program and, if accepted, may transfer from high school into that program. The early admission student who completes graduation requirements must adhere to the information as presented in the Watauga County Board of Education Policy #4.04.40 (Early Admission to College/University - High School Graduation).

The North Carolina General Assembly funds two residential schools (the North Carolina School of Science and Math and the North Carolina School of the Arts) that address the unique needs of highly gifted students. Students must meet selection criteria to attend.

A middle school student may take Pre-Math I in the seventh grade and Math I in the eighth grade if it is deemed an appropriate placement by the site-based administrator and middle school instructors. Additional advanced coursework in math may be provided when necessary and appropriate. The student's grades, EOG scores, interest, level of motivation, and score on the Iowa Algebra Aptitude Test are all considered. These math services are delivered at the elementary school by highly certified teachers.

Students also have the opportunity to work independently on higher level tasks or areas of interest. Appropriate supervising personnel will direct these activities and may result in mentorships or job shadowing opportunities.

Planned Sources of Evidence: - Roster of gifted students placed in Math I in middle school

- Number of gifted students completing coursework through distance learning opportunities
- Early entrances to Kindergarten roster
- IDEPs
- Array of service delivery options
- Number of students participating in dual enrollment or early admission to a college/university
- Number of students attending the NCSSM/NC School of the Arts
- Number of students attending Governor's School

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Plan for Watauga County Schools provides service delivery options for traditionally under-represented AIG populations. Every effort is made for the referral, identification, and placement of students who represent their school population. The Watauga County Gifted Program provides a comprehensive service option that includes collaborative efforts of multiple school personnel. Currently, this is a successful practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Specialists partner with any school support personnel that can assist in meeting the needs of traditionally under-represented populations. English Language Learners are administered the WIDA assessment upon school entry, with ESL services provided, if warranted. The ESL teacher will collect student work samples and serve as an adjunct member of the school's Excel (placement) Team when ESL students are referred for gifted placement. Non-traditional assessments may be used for additional information.

Each elementary school has a nurturing component established for students in kindergarten through second grade.

Students who meet the established county criteria for highly gifted placement, may be served individually or in small groups by the AIG Specialist. An IDEP is written collaboratively with other school support personnel to provide the most appropriate services, which may include grade or subject acceleration, independent learning contracts, and mentorships.

Collaborative services for students identified as twice-exceptional are provided by the AIG Specialist and the Exceptional Childrens' teachers. Service delivery options may include a one-on-one worker and subject and/or grade acceleration.

Planned Sources of Evidence: - Non-traditional assessment/portfolio of student work

- WIDA assessment
- IDEPs for Highly Gifted
- Placement criteria for Highly Gifted
- Grade acceleration
- Subject acceleration
- DEPs/IDEPs
- Honors/AP program at high school
- Nurturing program for K-2
- Minutes of the Excel team which include adjunct members (i.e., ESL teachers, counselors, foreign language teachers, social workers, speech/language teachers, and exceptional childrens' teachers)

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Providing services for advanced learners is a collaborative school effort and is the responsibility of all school personnel. Differentiation must include extended opportunities for talented, advanced, and gifted students in grades K-12, across all disciplines. The AIG Department currently

offers and coordinates multiple opportunities to enhance the education of gifted learners and feels successful with these endeavors.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The school community partners with parents to ensure that students meet high academic standards. Academically and intellectually gifted students have opportunities to enhance and further develop their needs through mentoring programs, job shadowing, cooperative education, internships, apprenticeships, clubs, competitions, and camps. Gifted students may also choose to participate in activities such as: School Yearbook/newsletter, Odyssey of the Mind, Battle of the Books, Continental Math League, Geography and Spelling Bees, Science Olympiad, Duke TIP, Jr. Beta Club, Chess Club, Model UN, ASU Scholar Weekends, summer enrichment camps, and contests in their fields of interest. Additional support may be provided by school technology specialists, media specialists, and cultural arts teachers. Providing these programs and events is the responsibility of the total school community.

Planned Sources of Evidence: - AIG Advisory Board minutes

- Program, camp, and contest pamphlets
- Webpages and/or Newsletters
- Newspaper articles and local media reports
- Student presentations to the Board of Education
- Student participation in mentorships, service projects, and extra-curricular opportunities
- Recognitions/awards
- Class rosters
- Student schedules

Other Comments:

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 and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department strives to keep the lines of communication open with all stakeholders through multiple venues (teacher conferences, phone calls, emails, progress reports, AIG brochures, newsletters, newspaper articles, an AIG website, site-based presentations to school staff, Board of Education presentations, etc.). Annual meetings with parents are held to evaluate service options for students and to make changes when needed. Student/service match is the key for optimum student progress and growth.

Schools utilize joint resources to offer gifted students effective learning opportunities. A county-wide AIG Advisory Board is comprised of parent representatives from each school and the AIG Director. AIG Specialists, Board of Education members, and Principals are invited to these meetings. The AIG Advisory Board meets at least three times per year to discuss the needs of the AIG program and to review the goals and program described in the plan. It is encouraged that the AIG program is also a part of each school's Improvement Plan. The AIG Department believes that all of these practices have assisted in establishing open lines of communication and have been effective in student/service match.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parent communication is ensured through annual parent-AIG Specialist meetings that evaluate the appropriateness of student/service option matches through DEPs and/or IDEPs (individual/differentiated education plans). Student progress information is also shared through teacher conferences, phone calls, emails, progress reports, report cards, newsletters, and student-led conferences. Newspaper articles and other media reports showcase AIG initiatives. AIG information is provided at Open House meetings, PTO meetings, and Board of Education presentations. A website for AIG is part of Watauga County Schools Curriculum and Instruction web page where the AIG plan is posted. Each AIG Specialist posts program updates and upcoming events on a site-based webpage. An AIG Pamphlet is provided to parents of AIG students and information about special AIG events (Scholars Weekend, Duke TIP, Summer camps, etc.) are periodically shared with parents.

An array of services offered to meet the appropriate academic, intellectual, and social needs of identified AIG student could include:

- apprenticeships/mentorships
- guest speakers and career fairs
- various competitions (Science Fair, Spelling Bee, Math Fair, etc.)
- student presentations with authentic audiences
- band, choral, music, and performing arts opportunities

-community outreach and service projects.

In no case should the AIG Specialist be responsible for the delivery or supervision of all the programs offered. A more complete listing of service options is included in Appendix B.

A transition meeting is held each year for rising ninth graders to plan their course selection for high school. Individual conferences with the gifted student and parents are held by the middle school counselor who makes recommendations based on student interest and academic goals. A ninth grade registration form is completed and sent to the high school. Parent Nights are held at the high school for parents and students to attend. A school tour is provided along with information about enrichment opportunities. At the end of the eighth grade year, the AIG folders for all rising ninth grade students are sent to an Assistant Principal at the high school that has been assigned gifted education responsibilities. A student roster with AIG designations is also sent by each AIG Specialist to the Assistant Principal. The Assistant Principal facilitates the maintenance of an accurate AIG roster, alerts high school guidance counselors as to the AIG status of rising ninth graders, and periodically reviews the course selection and academic growth of the AIG students. AIG students are counseled to take the most rigorous course of study with which they can be successful. Students have the option to enroll in AP, Dual Enrollment, NCVPS, and Honors level courses across disciplines. These are self-selected, monitored by a counselor, and reflected in the student's plan of study. An annual performance review is accomplished through scheduled progress reports, report cards, and counselor to parent follow-up, when necessary, to provide support if problems occur or to share information regarding opportunities (i.e., scholarships, special programs). Parents and students are also informed of and provided avenues to accomplish early graduation.

Planned Sources of Evidence: - Completed DEPs and IDEPs

- Progress reports/report cards
- Newspaper articles and media reports
- Newsletters
- Webpages
- Parent pamphlets
- Agendas for presentations at Faculty meetings, Parent Nights, and Board of Education meetings
- Ninth grade registration forms
- Rosters of AIG students
- County Advisory Board Roster

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department believes that they have been successful in sharing any and all information concerning the AIG plan to stakeholders. Recent surveys indicated that a majority of school personnel, parents, and students felt they had been informed as to the local AIG program and the AIG plan. AIG Pamphlets provide contact information for each school and stakeholders are

welcome to meet with any of the AIG Specialists, administrators, and the AIG Director regarding questions about the AIG program or the AIG plan. The local AIG plan is posted on-line and hard copies are available upon request. Any concerns or questions are met with quick and efficient responses.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Department makes a concentrated effort to inform all stakeholders, especially parents of gifted students, of the local AIG program and plan. Therefore, the workings of the AIG Department should be transparent to all stakeholders. AIG pamphlets provide information about the AIG program, possible service delivery options, and contact information for each school. An open door policy of communication welcomes parents to meet with any of the AIG Specialists, administrators, and the AIG Director regarding questions about the AIG program or the AIG plan. The local AIG plan is posted online and hard copies of the plan are available upon request. School personnel and parents are advised when any policies are changed that relate to gifted education through a variety of venues (newsletters, Parent Nights, conferences, etc.). The county-wide Advisory Board are instrumental in sharing information concerning the gifted program. The committee members answer questions from other AIG parents as needed and share .

Annual meetings with parents of AIG students (planning and signing of DEPs and/or IDEPs) offer the AIG Specialists a time to update information, listen to concerns, and answer questions concerning the AIG program and plan. Additional information about the AIG program is shared through webpages, emails, newsletters, brochures, and event flyers. Updates for school personnel occur annually with a review of AIG procedures by the AIG Specialist and monthly in area and team meetings which the AIG Specialist attends. Periodically, the AIG Specialist will present AIG information at scheduled teachers' meetings. The AIG Director meets each month with the AIG Specialists to share plan and policy updates and provides the same information to administrators through monthly AIG updates. Presentations for the Board of Education occur as needed and per request.

Planned Sources of Evidence: - Plan posted online

- Hard copies of the plan available upon request
- Agendas and sign-in documentation from Parent Nights
- Newsletters
- Signed DEPs and/or IDEPs
- Agendas, minutes, and sign-in documentation from County-wide Advisory Board
- Student Awards Programs

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Department believes that the AIG program and plan receive excellent support

from the county-wide Advisory Board. This group is frequently utilized for feedback regarding the development, implementation, and monitoring of the local AIG program and plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Presently, the AIG Department works to involve multiple stakeholders in a variety of ways. Stakeholder input is sought through surveys (parents of AIG students, AIG students, classroom teachers, AIG Specialists, administrators, and community members) and responses are tallied. The AIG Director reviews the surveys, compiles the information provided, and looks for trends in responses. In an effort toward program improvement and excellence, this information is shared with the Watauga County Schools' administration, the AIG Specialists, and the county-wide Advisory Board. Changes are made based on survey results as personnel and monies permit. The AIG Director and local administrators assist with monitoring the plan through teacher observation and conferences.

Planned Sources of Evidence: - Copies of surveys

- Survey responses tallied
- List of members of the AIG Advisory Board
- Agendas and minutes from Advisory Board meetings

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Up to this point, the success of the AIG Department with informing all stakeholders of available opportunities for gifted students has all been in English. With the changes in the student clientele in Watauga County Schools, the AIG Department believes that a concentrated effort must be made to inform all parents/families in their native language and make AIG services accessible to all.

Goals: - At a minimum, provide a Spanish translation of the AIG plan, pamphlet, and all AIG forms.

- Schedule time for AIG Specialists to collaborate with ESL teachers in an effort to identify and place minority students
- Establish county-wide Curriculum-Focused Parent Nights for parents of gifted students (with a translator present, if needed)

Description: Watauga County Schools will pursue funding to translate the Board approved AIG plan, AIG pamphlet, and all AIG forms. These translated materials will be available at each school site and at the Central Office. Site-based AIG Specialists will be encouraged to meet periodically with the ESL teacher for possible student referrals. Collaborative lessons may be planned by the AIG Specialist and the ESL teacher, if needed. The ESL teacher may also assist in the interpretation of student work samples for the AIG Specialist and the placement team.

The AIG Department will offer staff development in the characteristics of gifted students that are culturally disadvantaged or are from culturally diverse backgrounds as appropriate. Regular education teachers, AIG Specialists, and other school support personnel will be invited to attend. Reference materials on this topic will also be provided. If a need exists, the AIG Department, in conjunction with the ESL Director, will provide the services of a translator at Curriculum-Focused Parent Nights for parents of gifted students. These Parent Nights may be held at individual schools or county-wide.

Planned Sources of Evidence: - Translation of the AIG plan, pamphlet, and all AIG forms
- AIG Specialists and ESL teachers planbooks that support collaborative planning/discussion
- Agendas and attendance documentation of staff development opportunities
- Agendas and attendance documentation of Parent Nights

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools strive to establish a variety of partnerships that will enhance and contribute to the array of services offered by the AIG Department. Partners include Appalachian State University, Caldwell Community College and local businesses. These partnerships enhance course offerings and learning experiences. The AIG Department believes that these partnerships have been successful as evidenced by the variety of opportunities, number of students participating, and parent/student satisfaction.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Department partners with a variety of businesses, community leaders, and institutions of higher education to offer a plethora of learning opportunities. In some cases these opportunities extend beyond the school walls by providing mentoring, job shadowing, internships, distance learning, dual enrollment, and apprenticeship experiences. Strategies include content acceleration, content enrichment, and content novelty. Partner programs include but are not limited to:

- Dual enrollment
- Dream scholars
- ASU Public School Partnership
- Early college admission
- On-line/Distance Learning Courses
- Field trips (IHE/College Day)
- Mountain Alliance Partnership
- Community Grants (Bright Ideas and Watauga Education Foundation)
- Duke MAP and TIP

8/8/2013

- Summer Ventures in Math
- Governors School, NC School of the Arts, NC School of Math and Science
- Weekend Scholars (ASU)
- Mentorships/Apprenticeships
- CTE (Advanced Studies)

Planned Sources of Evidence: - Number of parents/community members that have volunteered to serve in various capacities at gifted education opportunities

- Number of businesses/community members that support gifted students in mentorships/apprenticeships
- Newspaper articles/photos/award recognitions
- AIG webpages
- Brochures and newsletters
- Number of students participating in partner programs
- Number of grants and scholarships awarded to schools

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County Schools operates under a local Board of Education approved plan for Academically/Intellectually Gifted students. The plan is written in accordance with state legislation, meets the recommended criteria of the State Board of Education and the Department of Public Instruction, and encompasses the six North Carolina AIG Program Standards and accompanying practices. The AIG plan is completed according to state established timelines and submitted to the state for review and comment. The AIG plan is reviewed annually and documentation can be found in the local Board of Education minutes. The AIG Department believes that these practices have been successful.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Watauga County Schools seeks input from all stakeholders in the writing of the county's AIG plan. AIG Specialists complete a site-based self-assessment, share their results with each other, and then work together to complete the self-assessment from a county-wide standpoint. Administrators, classroom teachers, AIG students, and the Parent Advisory Board also provide input for the self-assessment through completed surveys. Additional input is provided through each step of the writing process with discussion around each AIG standard/practice. Specialists and Parent Representatives are made aware of state legislation and policy by the AIG Director who attends meetings held by the AIG Consultant for the Department of Public Instruction. Periodic updates on the plan process are provided to administrators and other stakeholders. The completed AIG plan is approved by the local Board of Education according to the state's timeline and sent to the State Board of Education and the Department of Public Instruction for review and comment.

Planned Sources of Evidence: - Local Board of Education minutes

- County-wide Advisory Board minutes
- AIG Specialists' meetings minutes
- Survey results
- Comments/recommendations from DPI implemented
- AIG plan and follow-up documents sent to DPI
- State Budget allotment

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG plan for Watauga County Schools adheres to North Carolina's AIG legislation, Article 9B, and the six North Carolina AIG Program Standards adopted by the State Board of Education in July 2009. The successful implementation of the plan is monitored by an AIG Director and administrators. Fidelity is ensured through regularly scheduled meetings with all stakeholders, internal paperwork review, and administrative observations. The AIG Department believes that the fidelity of the plan has been successful and will continue with the same practice in the future.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG plan for Watauga County Schools is written based on state law and recently adopted NC AIG Program Standards (July, 2009). All stakeholders are made aware of the AIG plan and its implications through awareness sessions provided by the AIG Director. Monitoring of the plan occurs by site-based administrators through teacher observation and adhering to the AIG Specialist's schedule for working with identified gifted students. Additional monitoring occurs through internal paperwork review and school visits by the AIG Director. Monthly scheduled meetings for AIG Specialists with agendas addressing concerns and ways to improve gifted services are conducted by the AIG Director. Periodic meetings with stakeholders are held throughout the school year and provide an avenue for monitoring the AIG plan and supporting the AIG program. Surveys completed by stakeholders provide additional monitoring information through suggestions and concerns. Updated webpages by the site-based AIG Specialists provide opportunities for curriculum monitoring.

Planned Sources of Evidence: - Publication and dissemination of Watauga County Schools Vision for Gifted Education

- Internal paperwork review conducted by the AIG Director annually
- Headcount reviewed for accuracy by the AIG Director quarterly
- Minutes of regularly scheduled meetings with the site-based AIG Specialists
- Minutes of regularly scheduled meeting with the AIG Director and the county-wide Advisory Board
- Surveys and tallied results completed by AIG students, classroom teachers, AIG Specialists, and administrators
- Administrative observations
- Daily/weekly schedules of the AIG Specialists
- Site-based webpages updated by AIG Specialists
- Procedure for due process (see Standard 6, Practice K)

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: The state of North Carolina in Program Report Code 34 allocates funds for gifted education. The Watauga County Board of Education authorizes the use of flexibility in funding to the greatest degree possible to maximize resources for the Academically and Intellectually Gifted Program. The AIG Director receives a finance report each month for review, and the AIG Department, in conjunction with the Finance Department, ensure that state funds are used correctly.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: By working in conjunction with individual School Improvement Plans and North Carolina State Board of Education guidelines, Watauga County allocates funds in the most beneficial manner for students. State funds can be converted to PRC 10 in order to receive more benefits from all funding sources. Each school designs strategies for serving gifted students as a part of each North Carolina AIG Program Standard and/or practice. Progress data (i.e., EOG scores, EOC scores, EVAAS, etc.) collected from identified AIG students is disaggregated as a basis for the instructional strategies used. The conversion of these funds allows Watauga County Schools to employ additional AIG Program Specialists to provide direct services in the schools.

Conversion of state funded classroom teacher positions also provide for additional Academically/Intellectually Gifted teaching positions in the K-8 schools. Every K-8 school will have access to an AIG Program Specialist, with specific time determined by case load numbers. An Assistant Principal at Watauga High School supports and supervises the gifted program as an assigned responsibility.

Local funds contribute to funding the staff development for AIG Specialists and the classroom teachers in the area of gifted education. The Elementary Curriculum Committee, Watauga High School Curriculum Committee, and Student Services Committee continue to support the funding of AIG programming.

Planned Sources of Evidence: - Monthly line item budgets

- Teacher licensure
- Staff development contracts and payments
- Receipts for purchased materials
- Adherence to Article 9B
- Elementary Curriculum Committee, WHS Curriculum Committee, and Student Services Committee Meeting minutes

Other Comments: As noted above, Watauga County Schools continues to choose to use some of our state allotted teacher positions, or local funding as available, to provide all K-8 schools with access to a licensed AIG Specialist.

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Department of Watauga County Schools analyzes student performance growth annually. AIG Specialists disaggregate student performance data for all identified gifted students and submit these reports to the AIG Director. Dropout data for AIG students is analyzed at the school and district level. The AIG Department feels that additional emphasis needs to be placed on the use of EVAAS data to better understand AIG student growth at all grade levels.

Goals: -All AIG Specialists will be trained on the uses of EVAAS.

-All AIG Specialists will analyze EVAAS data annually for the students they serve.

-All AIG Specialists will conference with their principal to review EVAAS results and to help the principal determine AIG goals for the Specialist and for the School-wide Improvement Plan

-AIG Director will discuss EVAAS data with Principals at the beginning of each school year.

Description: Student performance growth is maintained and analyzed on an annual basis. EOG, EOC, and Common Exam test results are disaggregated by district, school, grade, teacher, and student. EVAAS data is reviewed by administrators, central office staff, teachers, and AIG Specialists, and recommendations are made. Student growth and accountability information is shared with the Board of Education on a yearly basis. An annual review occurs for identified gifted students in grades K-8 through the DEP or IDEP with placement recommendations made for the following school year.

An Assistant Principal (assigned to supervise gifted education) at the high school and the Student Services Director maintain and analyze drop-out information. The AIG Department will cross-reference the drop-out data with the high school AIG headcount, be present at exit interviews for drop-out students that are AIG identified, and become a partner with the Assistant Principal to help prevent future AIG drop-outs.

Planned Sources of Evidence: - Disaggregated performance data

- High school drop-out data cross-referenced with identified AIG students

- Review of interventions as specified in the DEP/IDEP

- Qualitative data from exit interviews with AIG students that have dropped out of school

- EVAAS Reports

- Notes from conferences with Principals

- School Improvement Plans as appropriate

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG Director for Watauga County Schools reviews each school's headcount quarterly. Site-based AIG Specialists review the minutes of their Excel Team, advocate for students from under-represented populations, and provide nurturing experiences for potential K-2 student placements. Watauga County Schools feels successful with these practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Ensuring equitable school experiences provide all students with the opportunity to reach their full potential as learners. System-wide trainings, as needed, in Understanding Poverty by Ruby Payne and the Sheltered Instruction Observation Protocol (SIOP) for English language learners provide teachers with a broader perspective of students' background of experiences. Students who show potential for giftedness in relation to their own demographic group are monitored. The site-based AIG Specialist periodically reviews the decisions of the Excel Team, revisits the list of students on "Wait and Watch", and provides nurturing experiences when appropriate. Referrals from classroom teachers and other school personnel are accepted any time during the school year allowing for open placement opportunities. Appropriate recommendations for gifted services are made on the basis of test results, ELL/classroom teacher and AIG Program Director collaborative decisions, observation, alternative assessments, and classroom performance.

AIG Specialists closely review student data and provide additional documentation to determine the need for Highly Gifted placements. AIG Specialists provide these identified students with a differentiated curriculum and additional service delivery options.

Collaboration with the Exceptional Children's teacher provides insight and instructional strategies for working with students that are identified as twice exceptional. The AIG Specialist analyzes the academic performance of these students to provide for a more inclusive program.

Site-based AIG Specialists provide nurturing experiences for K-2 students through collaborative and consultative services for K-2 regular education teachers. In addition, the Watauga County Schools AIG Plan includes defined criteria to access services for K-2 students through formal identification and placement (refer the Criteria to Access Services: Grades K-2 in Appendix D).

Planned Sources of Evidence: - Individual School headcounts

- Minutes from the site-based Excel teams
- List of students identified as highly gifted
- List of students placed twice-exceptional
- List of students in advanced coursework
- List of English language learners that are placed for gifted services
- AIG Specialists' planbook and documentation of nurturing opportunities

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Data concerning credentials of all school personnel is maintained and updated by the Human Resources Department. This practice has been successful for the AIG Department and Watauga County Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Personnel Department of Watauga County Schools maintains up-to-date licensure information through the Human Resource Management System. The AIG Department also keeps current licensure information concerning the AIG Specialists hired for Watauga County. Each teacher hired as an AIG Specialist must either possess current AIG licensure as mandated by the state of North Carolina or be in the process of receiving that add-on certification through an accredited college or university. In addition to the state's requirement for AIG licensure, the Watauga County AIG plan requires an AIG Specialist to stay current in Gifted Education by taking at least 10 hours/ 1 CEU of gifted coursework within five (5) years of receiving gifted licensure or during the renewal period of their gifted licensure

Planned Sources of Evidence: - HRMS reports

- AIG Department documentation
- Certification/licensure of AIG Specialists
- Renewal CEUs in Gifted Education for AIG Specialists (Staff development)

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: A county-wide Advisory Board in Watauga County has operated successfully in supporting the AIG Program, providing a forum for dialogue regarding the AIG Program, and reviewing the goals and programs described in the AIG plan. Monthly AIG Specialists' meetings and AIG presentations for other professional staff provide an avenue for discussion and suggestions. The AIG Department has been successful with this practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each AIG Specialist recruits 2-3 parents (representative of their school's identified AIG population) to serve on the county-wide Advisory Board. The Board meets on a regular basis to review the goals of the county's AIG program and the AIG plan. Committee/board members are encouraged to have interaction with the parent base they are representative of and communicate any

concerns. An agenda is established for all of these meetings, with attendance and minutes recorded. Minutes are sent to committee/board members for approval and kept for documentation. Recommendations are reviewed by the AIG Director and the Assistant Superintendent for Curriculum and acted upon if deemed appropriate.

AIG Specialists meet monthly with the AIG Director to receive updates concerning the AIG program and the county's AIG goals. Additional information is provided through email, flyers, and phone calls. Each AIG Specialist then works within their assigned school to disseminate information concerning the county's AIG program. Presentations by AIG Specialists may occur at a staff/faculty meeting or during grade level/subject area meetings and are documented. Additional information concerning the AIG program can be found on the AIG Specialist's webpage.

Planned Sources of Evidence: - Membership/attendance rosters and agendas/minutes of the county-wide Advisory Board meetings

- AIG evidenced in School Improvement Plans as appropriate
- Attendance rosters of monthly AIG Specialists' meetings
- Documentation of AIG presentations to school personnel through staff meetings and/or grade level/subject area meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Surveys completed by stakeholders, annual conferences with parents, on-going parent/teacher communication, county-wide AIG meetings, and collaborative planning sessions with regular education teachers provide opportunities for feedback concerning the local AIG Program. The AIG Department gains additional feedback through the completion of the AIG Annual Performance Review by each AIG Specialist.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Feedback regarding the quality and effectiveness of Watauga County's AIG Program is provided through completed surveys by all stakeholders (administrators, AIG Specialists, regular education classroom teachers, AIG students, parents, and community members). Survey results are tallied and shared with administrators, AIG Specialists, and appropriate stakeholders.

Parent conferences held annually to complete DEPs/IDEPs provide an avenue for feedback. Each DEP/IDEP has a place for parents to voice concerns or suggestions in written format. Ongoing parent/teacher communication occurs through multiple avenues (i.e., newsletters, emails, webpages). Regularly scheduled meetings the county-wide AIG Advisory Board offer another venue for feedback. An open door policy of communication allows concerns and suggestions to be handled efficiently and effectively.

AIG Specialists have regularly scheduled times to meet with regular education teachers for collaborative planning. Time is provided for revisiting the instructional goals for gifted students and revising these goals, if needed.

AIG Specialists complete an AIG Performance Review annually. The AIG Performance Review, including documentation, will be submitted to the AIG Director at the Central Office by July 1 of each year. The AIG Director will review the information submitted and inform appropriate stakeholders of the findings.

Planned Sources of Evidence: - Completed surveys by stakeholders

- Parent comments on annually signed DEPs/IDEPs
- AIG Performance Reviews with documentation completed by AIG Specialist at the end of each school year
- Documentation of sharing the results of the Annual Performance Reviews with appropriate stakeholders
- Minutes from meetings of the Advisory Board

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The mission of the AIG Department is to continually improve the Watauga County Schools' AIG program. The review and revision of the local AIG Plan in Watauga County is on-going and comprehensive. Multiple sources of information from all stakeholders are reviewed annually, used in decision-making, and supported by administrators and the local Board of Education. The AIG Department feels that this practice has been successful.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Department reviews a variety of data prior to making revision decisions concerning the county's AIG plan. Information about student performance is derived from EOG/EOC/Common Exam results that are provided by the Testing and Accountability Department, EVAAS data, report cards, annual DEPs/IDEPs, and local formative/summative assessments. AIG Specialists and regular education teachers provide information about the effectiveness of the program and evaluate staff development offerings that are provided. They also have an opportunity to suggest additional areas of staff development.

The AIG Director receives additional information about the quality and effectiveness of the AIG program through discussions held at staff meetings, administrators' meetings, AIG Specialists' meetings, and survey results. Other information is provided through site-based AIG Performance Reviews completed annually.

The AIG Director receives national and state updates by attending AIG Regional Roundtables, NCAGT state conferences, and meetings hosted by the AIG State Consultant for the Department of Public Instruction and shares the information with appropriate stakeholders. The AIG Director reviews all pertinent information and discusses possible changes to the plan with the Assistant Superintendent for Curriculum. Any changes recommended to the AIG program or plan are presented to the local Board of Education for action and approval. Upon approval, all stakeholders are informed.

Planned Sources of Evidence: - EOG/EOC/Common Exam data

- EVAAS data
- Formative/summative assessments
- Survey results
- Staff development evaluations and suggestions
- Annual completion of AIG Performance Reviews by AIG Specialists
- Minutes from staff meetings, administrators' meetings, and AIG Specialists' meetings
- Attendance documentation from AIG Roundtable, NCAGT Conference, and DPI sponsored meetings
- Local Board of Education minutes
- Comments/recommendations from DPI

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All AIG Program evaluation data is public knowledge and is shared with appropriate stakeholders by the AIG Department. This practice has been successful for Watauga County Schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The operation of Watauga County Schools' AIG program is transparent to the public. The AIG plan is posted and updated on the Watauga County Schools' webpage and is available in hard copy upon request. A list of site-based AIG Specialists and their contact information is provided so questions and concerns may be addressed at the local level. A listing of all parent and community representatives on the School Support Committees and the AIG Advisory Board is also posted for public information.

Presentations concerning AIG data are made to individual schools and parents of identified gifted students by the AIG Specialists assigned to the school. The AIG Director presents evaluation data to the AIG Specialists, administrators, the county-wide Advisory Board, and the local Board of Education. Testing and Accountability information is published in the local newspaper and is made available to other media sources.

Planned Sources of Evidence: - Plan posted online

- Names and contact information of parent/community representatives on the AIG Advisory Board
- Board of Education minutes
- Minutes from administrator and staff meetings
- Minutes of Advisory Board meetings
- Newspaper articles
- Testing and Accountability reports

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Watauga County adheres to the Family Educational Rights and Privacy Act (FERPA), Article 9B, and Chapter 115C-150.8 (Review of Disagreements) of the North Carolina General Statutes.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Program of Watauga County Schools protects the rights of all AIG students. Policies and procedures exist to protect a student's privacy, resolve disagreements, ensure appropriate educational services are provided through an array of services (see Appendix B), and the destruction of confidential records. AIG program fidelity is ensured through continuous monitoring by the AIG Director, and legal updates are provided by the local Board of Education attorney and federal/state guidelines.

PROCEDURES TO RESOLVE DISAGREEMENTS

To resolve concerns and questions regarding the identification and service options of academically and intellectually gifted students, the following school personnel in the chain of inquiry should be contacted to establish a meeting to discuss issues of referral, identification, or services.

- Regular classroom teacher
- AIG Program Specialist
- Principal

PROCEDURES FOR RESOLVING DISAGREEMENT REGARDING NOMINATION, IDENTIFICATION, and SERVICES

Level I: School Site Review

If parents have a disagreement concerning search and nomination, identification, or services, they may request in writing a meeting with the principal, AIG Program Specialist, and the Excel Team. Other personnel may be requested to attend this meeting as deemed appropriate. This meeting should occur within ten (10) days of receipt of the written request.

Level II: Administrative Review

If the disagreement is not resolved at the school site, the parent(s) may appeal in writing within ten (10) days of the school site decision to the Academically/Intellectually Gifted Director. The AIG Director and the Superintendent or their designee will review the case and respond to the parent(s)/guardian and the principal in writing within ten (10) days of receipt of the appeal.

Level III: School Board Review

If agreement cannot be reached administratively, the parent(s)/guardians may appeal to the Watauga County Board of Education in writing within ten (10) days. The school board will offer a written decision to the parents(s) within thirty (30) days.

Level IV: Administrative Law Hearing

If mediation fails to resolve the disagreement satisfactorily, the parent(s)/guardian(s) may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of:

- Whether the local school administrative unit improperly failed to identify the child as an academically/intellectually gifted student, or
- Whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parents.

DESTRUCTION OF RECORDS

The Watauga County Board of Education recognizes that the confidentiality of records of AIG students should be maintained and that the non-current records of AIG students should be destroyed. The confidential records of identified AIG students may be destroyed no earlier than five (5) years after an identified AIG student has graduated. Watauga County Board of Education Policy #4.05.10: Destruction of Non-Current Records of Exceptional Children outlines the process for the destruction of Exceptional Children's records. The intent of the AIG focus is to follow the same plan.

Planned Sources of Evidence: - Procedure for due process

- Documentation of parent complaints, action taken, and resolution
- Policy for Destruction of Records
- Legal updates by the Board of Education attorney
- Federal and state legal guidelines
- Array of service delivery options
- Article 9B
- FERPA

Other Comments:

Glossary (optional):

No glossary needed.

Appendix (optional):

Appendix A Personnel Roles & Responsibilities June 2013.pdf (*Appendix*)
Appendix B Array of Services.pdf (*Appendix*)
Appendix C Flow Chart and Gifted Indicators.pdf (*Appendix*)
Appendix D-Criteria to Access Services K-12.pdf (*Appendix*)
AIG System Commitment Page.pdf (*Local Board Approval Document*)
AIG Administrators Survey.pdf (*Other Forms*)
AIG Specialist Survey.pdf (*Other Forms*)
AnnualPerformanceReview.pdf (*Other Forms*)
Change of Placement Document.pdf (*Other Forms*)
Consent for Evaluation.pdf (*Other Forms*)
DEP Yearly Performance Review Revised May 13.pdf (*Other Forms*)
EXCEL TEAM RECOMMENDATIONS form.pdf (*Other Forms*)
Gifted Behavior Scale 3-8.pdf (*Other Forms*)
Individual Differentiated Education Plan Revised May 13.pdf (*Other Forms*)
Invitation to Conference.pdf (*Other Forms*)
MULTIPLE INDICATORS OF GIFTEDNESS (1).pdf (*Other Forms*)
Parent Survey.pdf (*Other Forms*)
Screening for AIG Pool.pdf (*Other Forms*)
Student Placement Form.pdf (*Other Forms*)
Student Survey.pdf (*Other Forms*)
Teacher Survey.pdf (*Other Forms*)