

TCS AIG Plan

NC AIG 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.*

| NC AIG Program Practices Standard 6 | LEA Response |
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| <p>a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.</p> | <p>During the 2015-2016 school year, principals or school TAG members worked with AIG Specialists to conduct a self-assessment of the AIG Plan. At the same time, the TCS AIG Coordinator used the annual AIG Stakeholder Survey of faculty, instructional support staff, and all AIG parents to elicit feedback about the implementation of the 2013-2016 AIG Plan. The results were shared with principals and with parents at AIG Specialists' end of year meetings; the results are also posted on the district AIG website. The AIG Specialists and the AIG Coordinator have used this input from stakeholders and further input from principals to develop this local plan in accordance with state legislation and State Board of Education Policy. Our local school board will approve the plan before we send it to the State Board of Education and Department of Public Instruction for review.</p> |
| <p>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.</p> | <p>AIG Specialists under the supervision of the AIG Coordinator will audit AIG records monthly. At each monthly meeting, time will be devoted to auditing 10% of the DEPs folders. Corrective action will be taken to ensure compliance.</p> <p>District-wide and school-specific actions and processes laid out in the 2016-2019 AIG Plan will be scheduled on the AIG Calendar, serving as a "to do list" for AIG Specialists, principals, and TAGs. Time will be allotted in district TAG meetings and AIG Specialists meetings to plan for upcoming calendar items and to discuss delivery within each school. Revisions to the calendar, actions, or processes will be made as needed.</p> |
| <p>c) Uses and monitors state funds allotted for the local AIG program according to state policy.</p> | <p>All PRC funds are allotted and used exclusively for AIG. These funds are monitored by the AIG Coordinator, Elementary and Secondary Curriculum Directors, and the Director of Finance. Procedures are in place to ensure the appropriate use of these funds.</p> |
| <p>d) Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.</p> | <p>All student growth and achievement data is shared with schools at the beginning of each school year, or as soon as the official scores are received from the state. Standardized proficiency and accountability testing data is disaggregated for each school and is available to the AIG Specialists who, along with the TAG and/or MTSS team at each school, can use the data related to AIG performance to track performance and plan for intervention.</p> |

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| | <p>Additionally, high schools use achievement data from the SAT, ACT, and Advanced Placement exams as an indicator of the rigor in their college-preparatory programming.</p> <p>When any high school student is identified as a possible drop-out, he/she is referred to the Student Advocate or district level support staff. Beginning in 2016, he/she may be referred to the Multiple-tiered Systems of Supports (MTSS) school-based team. All efforts are made to help the student complete high school.</p> <p>Beginning in 2016, TCS will use MTSS implementation to provide teachers and instructional support staff with training to understand student achievement and growth data; how to interpret and analyze data; and how to make instructional and programming changes in response to data.</p> |
| <p>e) Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.</p> | <p>As described in Standard 1c, TCS recognizes that the demographics of the AIG population does not mirror the demographics of the general student population. Students who are culturally/ethnically diverse, economically disadvantaged, English language learners, and potentially twice-exceptional are under-represented. TCS strives to address under-representation by improving identification processes with mass screening at elementary, middle, and high school and with culturally sensitive tools for capturing teacher and parent/family perceptions.</p> <p>AIG Specialists will also expand the type of teacher perspectives used in identification. In addition to soliciting perceptions from regular education teachers in core subjects, AIG Specialists will solicit perceptions from CTE, foreign language, Specials, ELL, and special education teachers as well as from other instructional support staff.</p> <p>AIG Specialists maintain documentation on students in the pre-identification pool who do not qualify for the program and may include them in the nurturing pool. Nurtured students are re-evaluated at subsequent grade levels.</p> |
| <p>f) Maintains current data regarding the credentials of personnel serving AIG students.</p> | <p>Principals, assistant principals, instructional coaches/lead teachers, and grade-level/department chairs make informed decisions about teaching assignments and student schedules with relevant data that is provided by the Curriculum Directors and Testing Coordinator. Information regarding licensure is kept in the personnel file within the Human Resource department.</p> <p>All of the AIG Specialists have earned a state AIG add-on license or have provisional AIG licenses and are working towards licensure through a North Carolina university program.</p> |

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| | <p>As described in Standard 3c and d, TCS will implement local professional development targeting high school honors and Advanced Placement teachers who teach clusters of AIG students in their classes. This year-long, ongoing professional development will culminate in a local AIG certification or “badge.”</p> |
| <p>g) Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.</p> | <p>TCS uses an AIG Stakeholder Satisfaction Survey annually to elicit feedback from parents/families, teachers, and instructional support staff regarding the implementation and effectiveness of the local AIG program. This survey data distinguishes among individual schools, allowing the AIG Specialist, school TAG, and principal to respond to specific needs or weaknesses. Commonalities and trends across schools allow the AIG Specialists and AIG Coordinator to respond to programmatic weaknesses or needs.</p> <p>As described in 5a, TCS also uses brief surveys following AIG events in order to elicit immediate feedback from stakeholders. In monthly meetings, AIG Specialists and the AIG Coordinator discuss and plan responses to concerns and questions raised by parents/families and teachers.</p> <p>TCS will strive to form an advisory committee, distinct from the district TAG described in Standards 3a and 5c, to periodically review the AIG program. Complementary TCS programs, community partners, institutions of higher learning, and local business and industry currently are vital sources of support to all students, including AIG students.</p> |

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| <p>h) Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.</p> | <p>TCS understands that serving AIG students is a complex process involving direct and indirect support to students, parents/families, teachers and other instructional support staff, and school administrators, with each of these stakeholder groups responding to different indicators of success and need. TCS uses multiple sources of data in order to bring all stakeholder perspectives into consideration when reviewing/revising the local AIG program and plan. Sources of data include annual Stakeholder Satisfaction Surveys; event evaluations; one-on-one communications from parents/families, students, and staff; AIG Specialists and TAGs self-evaluations of the program; and achievement and growth data from standardized testing.</p> <p>TCS anticipates using additional feedback and data generated during the 2016-2017 implementation of MTSS. As indicated in Standards 3a 5c, TCS also anticipates that the AIG Specialists, school TAGs, and district TAG will cooperate to conduct periodic AIG Stakeholder meetings or forums to facilitate wider community involvement.</p> |
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| <p>i) Disseminates all data from evaluation of the local AIG program to the public.</p> | <p>Annual AIG Stakeholder Satisfaction Survey results are posted on the website. TCS acknowledges those results and self-assessment results in each AIG Plan, which is presented to the School Board, faculty and administration at each school, and published on the district AIG webpage.</p> <p>As indicated in Standards 4c and 5c, TCS will begin using a district TAG composed of Curriculum & Instruction directors, principals, and other school-based leaders to coordinate and evaluate program services based on the 2016-2019 AIG Plan, which includes detailed descriptions of current practices and Ideas for Strengthening.</p> |
| <p>j) Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.</p> | <p>TCS holds that the goals and objectives, identification process, placement decisions, and all service delivery options of the Academically/Intellectually Gifted Program should be clearly communicated to parents/families. TCS protects the rights of AIG students through written policies, procedures, and practices and publicizes these protections in the AIG Parent Handbook in English and Spanish. Parents/families receive a copy of the handbook, which is also available on the TCS AIG webpage. TCS conducts annual DEP reviews with parents/families, allowing parents/families the option to decline AIG services at any time as well as opt back in should they decide to do so later.</p> <p>Other safeguards for the rights of all AIG students and their parents/families include:</p> <ul style="list-style-type: none"> ● Informed consent regarding identification ● Informed consent regarding TCS placement ● Transfers from other LEAs ● Reassessment procedures ● Procedures for resolving disagreements <p><i>See Appendix for forms.</i></p> <p>Informed consent is vital to establishing and maintaining a partnership between home and school to educate a gifted child with academic and affective curriculum in a supportive, nurturing environment. Should a parent/family disagree with a TAG decision, the following procedures are in place to resolve the disagreement. See G.S. 115C-150.7(b)7 and G.S. 115C-150.8.</p> <p>Step One: Appeal at school level</p> <p>A. The parent/guardian may request a conference with the school's TAG to present concerns. This request shall be submitted in writing. The parent/guardian may elect to provide only the written request without presenting concerns in person at a conference.</p> |

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- B. This conference shall be scheduled within ten school days upon receipt of the written notice and a review decision made in writing within five school days of the conference.
- C. At this conference, all information is reviewed and shared with parent/guardian and minutes recorded.

Step Two: Appeal at district level

- A. The parent/guardian may request a conference with the district TAG. This request shall be submitted in writing within five days of the school decision and a conference scheduled within ten days upon receipt of the written request. The school's TAG chairperson and the child's teacher(s), principal, and/or other appropriate individuals may be invited to the conference in addition to the parent/guardian.
- B. During the conference, additional information may be requested from the child's teacher(s), the parent/guardian, or school TAG. Written minutes of this conference will be kept by TAG.
- C. The district TAG shall give its decision in writing within five school days.

Step Three: Mediation (optional)

- A. The parent/guardian may request mediation by a neutral third party. This request shall be submitted in writing to the AIG Coordinator within five days of the district TAG decision.
- B. It is the responsibility of the school system to identify and compensate a mutually acceptable mediator.
- C. The mediator selects the format for the mediation session to follow.
- D. The goal of the mediation will be a written agreement signed by both parties in good faith.
- E. In the event that mediation does not resolve the disagreement, parents may continue with the due process procedures.

Step Four: Appeal to the Local Board of Education

- A. If the parent/guardian disagrees with the decision of the district TAG and/or mediation has not rendered a satisfactory solution, a written request may be made to the Transylvania County Board of Education, Transylvania County Schools, 225 Rosenwald Lane, Brevard, NC 28712.
- B. This request should be made within five days of the district TAG decision. The appeal then will be placed upon the agenda of the next Board of Education meeting.

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- C. The Board will review the concern. The Board may request further information from the parent, the child's teacher(s), the school and/or district TAG, the principal, and the AIG Coordinator.
- D. The Board shall make a decision in writing within ten days of the appeal.

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

In the event that the local grievance procedure fails to resolve the disagreement, then the state level grievance procedure would be implemented.

- A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150C of the General Statutes. The scope of the review shall be limited to: 1) whether the local administrative unit improperly failed to identify a child as an academically/intellectually gifted student, or 2) whether the local plan has been implemented appropriately in regard to the child.
- B. Following the hearing, the administrative law judge shall make a decision that contains the findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas/ Strategies for Strengthening the Standard:

- Develop a system for monitoring annual drop-out data for AIG students. Begin analyzing data with school and/or district TAGs and consider how to respond to any trends in the data with instruction and service delivery.
- Develop a system for monitoring growth and achievement in both identified and nurtured students. Follow the representation and performance of under-represented populations in both groups.

Sources of Evidence:

Results of annual stakeholder surveys
Artifacts of LEA self-assessment of the AIG Plan
Agendas/minutes of monthly AIG meetings
DEP audit summary
Budget printouts and expenditure sheets
Annual drop-out records
Disaggregated achievement/accountability test data
Recommendations to MTSS teams
Student Advocate referrals

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Formative/benchmark assessment data

EVAAS data for AIG students

Disaggregated demographic information from each school

AIG Headcount data

Agendas/minutes of TAG meetings

Results of mass screenings

Teacher perception checklists/inventories from identification process

AIG Specialists' spreadsheets of non-qualifying students

Human Resources Department records of licensure and professional development credits

Event evaluation surveys

School TAG and district TAG agendas/minutes

Posting and links on TCS AIG webpage

AIG Parent Handbook

Records of any grievances maintained by AIG Coordinator