Montgomery County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 06-JUN-16
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Montgomery County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Montgomery County Schools local AIG plan is as follows:

Montgomery County Schools Vision for local AIG program: Montgomery County AIG program will graduate life-ready, globally competitive citizens by engaging in rigorous educational experiences and by building positive relationships and strong partnerships

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
$224664.00	**$0.00**	**$0.00**	**$0.00**

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Standard 1: Student Identification

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

Practice A

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.

District Response: A need has been identified to revise the identification criteria and is being implemented
for the 2016-2019 AIG Plan. The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment (Article 9B). The annual screening procedure is designated to review the general population of students to determine which students need further assessment or placement in the differentiated services for the gifted program. Information about the screening and nomination process for differentiated services will be made available to school personnel, parents, and the community in a variety of formats. The revised screening/identification process will be reviewed for clarity and user friendliness. The screening referral and identification process will be communicated clearly to all stakeholders. This will be done through a variety of means including district webpage, distribution to principals, instructional facilitator, and media centers and standardized PowerPoint presentation to share with Gifted Identification Teams and with school staffs. A brochure will be developed and shared with all stakeholders. Gifted Identification Teams will be named at each school and they will identify the AIG students and will help communicate information throughout the schools.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate 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 measures that are based on current theory and research.

District Response: The following criteria is utilized for student identification and developing a comprehensive
profile for each student. To be considered gifted in an academic area, a student must score above the line on 1 of the 2 blue categories and 2 of the 3 green categories on the Academically Intellectually Gifted Placement Chart. (Found in the Appendix)
The blue areas include:
1. Standardized aptitude assessment (CogAT- 90%)
2. Gifted Portfolio math and /or reading graded with rubric (90%)
The green areas include:

1. Standardized achievement test in reading and /or math (EOG/EOC -90%)
2. Yearly average in subject areas under consideration (90%)
3. Learning Behavior Scale (90%)

Intellectually Gifted identification is possible with a score of 96% or higher on either the CogAT or EOG/EOC.

Screening:

Grades K-2: Young children grow and develop at different rates cognitively, physically, and socially. It is difficult to determine in the early years of school those students who are truly gifted academically. However, it is possible to recognize those young children who consistently reach the expected academic benchmarks sooner than their peers, and who need educational experiences which go beyond those normally offered in primary classrooms. Montgomery County Schools will seek to recognize and nurture young children who demonstrate exceptional mathematical and/or verbal abilities in kindergarten, first and second grades. Classroom teachers will provide differentiated instruction in the classroom and enrichment activities within the intervention/enrichment block. While the K-2 program is designed to develop the talents of all K-2 students, some students based on K-2 assessment data and Reading 3D data may show the need for more differentiated instructional services. Assessment data combined with a portfolio will show these learners to be at least two grade levels above their regular grade level. Documentation of classroom performance will be kept by the classroom teachers.

Grades 3-12: In order to have at least two years of data, each school will develop a local pool of students who are in need of differentiated instruction based on grades, results from EOG/EOC testing and CogAT testing in the 4th grade. classroom teacher, parent, or student may request consideration for differentiated services.
Documentation of classroom performance will be kept by the classroom teacher and presented to the Gifted Identification Team at the school level. The Learning Behavior Scale will be administered as part of the nomination process and alternative testing may be administered.

Information collected in the screening process should lead to either further assessment, immediate placement, or to a decision that the student's needs are best met in the classroom at this time. Students may be placed on a "watch and wait" list while the teacher continues to observe them, collect work samples, and determine whether further testing is necessary. Any further testing will be done only after informing parents/guardians and obtaining permission to test.

To place AIG in a subject area the following criterion will be analyzed:

The 5 areas include:
1. Standardized aptitude assessment (CogAT- 90%)
2. Standardized achievement test in reading and /or math (EOG/EOC -90%)
3. Gifted Portfolio math and /or reading graded with rubric (90%)
4. Yearly average in subject areas under consideration (90%)
5. Learning Behavior Scale (90%)

A learning styles inventory will be completed for all potential gifted students as a source of differentiation information for the teacher to utilize. Samples of advanced work and classroom data

supporting the identification will be placed in the student's folder.

To place Intellectually Gifted, a student will score a 96% or higher on either the CogAT or the EOG/EOG.

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.

District Response: The following criteria is utilized for student identification and developing a comprehensive profile for
each student. To be considered gifted in an academic area, a student must score above the line on 1 of the 2 blue categories and 2 of the 3 green categories on the Academically Intellectually Gifted Placement Chart. (Found in the Appendix)
The blue areas include:
1. Standardized aptitude assessment (CogAT- 90%)
2. Gifted Portfolio math and /or reading graded with rubric (90%)
The green areas include:
1. Standardized achievement test in reading and /or math (EOG/EOC -90%)
2. Yearly average in subject areas under consideration (90%)
3. Learning Behavior Scale (90%)

This allows a student to qualify through various means including aptitude, achievement, and/or portfolio.

In order to strengthen this standard, the Accountability and Quality officer will provide a list to the AIG Director of the top 20% of student scores across the district on standardized achievement tests to ensure that all kids are screened for potential AIG placement.

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

District Response: The AIG Director will monitor the Gifted Identification Team meetings through meeting
notes and attending when possible. Student gifted portfolios and AIG folders will be monitored for consistency with rubrics. A standardized rubric and portfolio process will be placed in the AIG handbook. The AIG Director will meet with principals and instructional facilitators to share AIG identification information.

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

District Response: Paperwork is consistent across the LEA and clearly communicates a student's AIG identification procedures and outcomes for students. Features in PowerSchool will be used to create a DEP for students. The DEP will be maintained on site and centrally. In order to strengthen this standard, an online filing system will be developed. The AIG Director reviews high school students' schedules and performance with school counselors on an annual basis.

Ideas for Strengthen the Standard: In order to strengthen the standard of student identification, the following action steps will be deployed:

1. Add the Intellectually Gifted category at 96% or higher on the CogAT or EOG/EOC.
2. Develop and utilize a standardized presentation outlining the AIG identification process.
3. Gather data from alternative sources such as portfolios as an additional pathway for qualification.
4. Begin to utilize the DEP feature in Powerschool.
5. Begin to move towards an online filing system.

Sources of Evidence: 1. Head count
2. Presentation
3. Portfolio rubrics
4. PowerSchool DEPs
5. Online filing system

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.

District Response: Montgomery County Schools has several components that are currently in practice for this standard. These include utilization of the North Carolina Standard Course of Study as an entry point for differentiation. PLC discussions guided by an instructional facilitator help further content differentiation. Digital Learning Coaches at all levels use 1:1 technology to help teachers create personalized learning environments through accelerated pacing and differentiation in Canvas. There is an intervention and enrichment block in place at each school with opportunities for enrichment such as clubs, speakers, and projects. The high schools have SMART breakfast and lunch periods that allow for this enrichment. Middle schools have daily intervention and enrichment blocks that are driven by current assessment data. The last day of the week involves a club period that allows for enrichment in the forms of a book club (Battle of the Books), science projects, math competitions and utilization of Project Lead the Way resources. Elementary schools provide daily intervention and enrichment periods. Plans are developed based on current assessment data during PLCS. Curriculum maps that have been developed by district lead teachers include some suggestions on differentiation content. Classroom walkthroughs, instructional rounds, and monitoring of lesson plans help ensure that content differentiation is occurring. Professional development and PLC assistance is provided as needed. Our district continuous improvement model, the PDSA process is also a way of ensuring content differentiation. Each teacher is required to give students a pre-assessment at the beginning of each unit and then use that data to differentiate their unit of study. The implementation of AVID at the middle and high schools have provided some opportunities for students to access advanced courses and content and has helped level the organizational skills for all students.

There are several ways that we can move this standard forward. The development of an AIG wikispace that houses suggestions for the differentiation of content needs to occur. Providing time for Honors teachers to work on their portfolios is also a way to move this standard forward. Publication of the portfolios for everyone to use and share is another way to move forward. Continually improving the enrichment periods and curriculum maps will also move this standard forward.

Practice B

Employs diverse and effective instructional practices according to students identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response: Differentiation training based on Carol Ann Tomlinson's framework has be

provided to all teachers with a special emphasis on all learners. Classroom walkthrough data includes an emphasis on differentiation. This data is monitored at the school sites and appropriate coaching/professional development is provided by the instructional facilitator during PLCs and professional development time. Survey results indicate an interest in brain-based learning and this will be infused in upcoming staff development in the next year. Montgomery County Schools' instructional model includes components that ensures that ALL student learning needs are addressed, including the AIG learners. The PDSA process and data notebooks help ensure that student learning needs are met. Student interest drives the enrichment periods at the middle and high schools. Strategies that are promoted for AIG students are flexible grouping, tiered assignments, compacting, menus, and problem-based learning. Student learning characteristics, RAFTS, learning styles, and multiple intelligences are also considered in lesson design. High school students meet with guidance counselors in order to develop an academic plan of coursework. This plan is monitored through the DEP process. Support is provided to teachers in employing diverse and effective instructional practices through PLCs, professional development, and instructional facilitator coaching/support.

In order to move this standard forward, differentiated professional development will be provided to teachers based on observation data.

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

District Response: An AIG resource room was housed at the central office. Due to teachers not checking out materials, these materials have been moved out into the schools. As needs are determined, resources are purchased for teachers to use. i-Ready has been purchased for all students in grades K-8. This research-based curriculum provides differentiated content for students based on a diagnostic test within the system. Teachers can add lessons for students that are advanced. Instructional facilitators help develop curriculum strategies that support differentiated learning.

To move this standard forward, professional development is planned for i-Ready in the next school year that will help the teachers understand how to differentiate lessons within the i-Ready framework. Also, I plan to send teachers to NCAGT in order to gather resources to support gifted programming.

Practice D
Fosters the development of 21st century content and skills an advanced level.

District Response: There are many opportunities presented for AIG students. These will be communicated through the AIG website. Some opportunities include Governor's School, CTE internships, AVID school wide (middle and high), Project Lead the Way(middle school), NCDOL apprenticeships, North Carolina Virtual Public School classes, North Carolina School of Science and Math, Career and College Promise Classes, Battle of the Books (elementary and middle), Science Fair- school and regional, and Math Counts competitions. Through the high schools' SMART lunch

and breakfast program and the middle school's intervention/enrichment/club block there are opportunities for students to communicate and collaborate. Montgomery County Schools is now 1:1 with digital devices. Our digital learning coaches and instructional facilitators are helping teachers develop digital content that will move students toward the development of 21st century content and skills at an advanced level.

Practice E

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

District Response: Montgomery County Schools strives to utilize student data effectively by pinpointing areas of strengths and needs for all students including individual AIG students. Montgomery County Schools employs a continuous improvement model. This model allows the teachers to have constant access to student data to drive instruction. Common grade level/subject area formative assessments are developed through the work of PLCs. After the assessments are given to students, teachers analyze the data in PLCs. Our PDSA model promotes the utilization of a pretest. After the pretest, teachers must decide what to do with advanced learners who already know and understand the current classroom standard being taught. The PDSA process also highlights student learning styles and gives them the power to understand what learning style works best for them. Teachers use formative assessments in an ongoing manner to guide the PDSA process and daily instruction. Progress monitoring data (Reading 3D, classroom formatives and i-Ready) and summative assessment data such as EOC/EOG/NC Final Exams/ACT/Plan/Workkeys assessments are also available. Instructional Facilitators are placed at each school to provide teachers with the guidance/coaching necessary to help differentiate instruction for ALL students including gifted learners. District level PDSAs and improvement plans concentrate on the needs of specific groups of learners including AIG learners. School Net assessments, formative assessments through NCDPI, Standards Based Mastery through i-Ready and PLC driven assessments help our teachers have a wealth of formative assessment materials. All teachers have been through NCFALCON professional development. Next year we will revisit these modules to support any new teachers. The AIG Director often visits PLCs and is readily available to support any data disaggregation. As part of the MTSS training process all elementary and middle schools will be provided with data days led by the instructional facilitator. The AIG Director will be a part of these days and will ensure that the data needs of gifted learners are met.

Practice F

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

District Response: Curricular and instructional practices which support the social and emotional needs of AIG students do not exist in a consistent manner within the district. Random acts of practice in the area occur. In this next three-year plan period, the AIG Director will work on establishing connections with the counseling department to help them become more aware of the social and emotional needs of AIG students and to develop strategies to better meet those needs. In the next period would like to implement a 9th grade freshman academy to help foster the abilities, readiness

and interests to assist with the transition to high school. In this academy AVID strategies will be deployed in order to help the students strengthen their organizational and study skills. A book study has been developed and deployed on the 7 Habits of Highly Effective Teens in the middle school. In this new plan period, we will revisit this study during the enrichment block at the middle school. Each school has a lending library for teachers with books that include best practices for meeting the social and emotional needs of gifted students. Support is in place for gifted learners who are participating in CCP classes and in North Carolina Virtual Public Schools classes. Support personnel help ensure that the students are able to organize their time and materials and help facilitate any needs that arise out of the online forum.

Practice G

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

District Response: The Montgomery County Schools AIG program recognizes the potential of young students in kindergarten through 3rd grade. Potential gifted students are nurtured through differentiation provided in the classroom and through the intervention/enrichment daily block. Montgomery County Schools through continuous improvement processes will ensure that all teachers differentiate their instruction for advanced learners. Differentiation has been a focus within the professional development framework. Through classroom walkthrough data, often differentiated professional development occurs in the area of differentiation. Reading 3D data and i-Ready data is analyzed at the district level to identify those students advanced in the area of reading and math. The PDSA process provides an avenue for teachers to differentiate their instruction. Resources will be provided on the AIG wiki. Intervention/enrichment ideas are in place on all curriculum wikis. Classroom walkthrough data helps ensure that teachers are differentiating. K-3 classrooms engage in flexible grouping and this ensures that all students are exposed to strategies that help nurture their potential. With our 1:1 initiative we further an opportunity for nurturing of K-3 students. The utilization of i-Ready diagnostic and instruction allows a further level of differentiation. Teachers can assign students work on another grade level if needed. It allows them to compact their curriculum. There is a partnership between the AIG Director and regular educators at the K-3 level.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: The Montgomery County Schools AIG Program understands that all personnel must collaborate in order to develop and implement differentiated curriculum and instruction. Professional Learning Communities are established at each school. These allow teachers to communicate with each other about differentiated curriculum and instruction for gifted learners. The AIG Director and Exceptional Children's Director communicate weekly during cabinet and curriculum team meetings. The AIG Director meets twice monthly with the instructional facilitators in order to communicate about meeting the needs of advanced learners. The AIG Director also meets monthly with the principals. The AIG Director also participates in PLCs at the school level when needed.

Sharing the DEP with teachers also helps encourage communication. One next step for this standard will include enhancement of the AIG website to allow for more communication with personnel. Our district PDSA process allows us to assist teachers in reflecting on their differentiation for the gifted learner. These are based on the DuFour PLC model questions. Training is ongoing at school level sites on how to use school, district, and state-wide assessment data to support all students.

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

District Response: DEPS are generated in the fall and sent home for parent review for elementary and middle school students. High school DEPS involve looking at the student's schedule and making sure that appropriate class choices are being made and then communicating with parents as needed. High school schedules are checked for their assigned studies in the form of Honors, Advanced Placement, and online classes in which they are currently participating. DEPS for elementary and middle school will be generated through PowerSchool. This will allow us to better record and monitor program service information. Currently, the instructional facilitator helps facilitate the DEP process. In the future, a teacher leader will be appointed to help facilitate this process at each school. Parents are invited to meet with the classroom teacher and the AIG Director when service questions occur. High School DEPs integrates the four-year plan of coursework. The AIG Director participates in the creation of the registration guide and collaborates with the Secondary Director to answer registration questions.

Ideas for Strengthen the Standard: In order to strengthen the components of differentiated curriculum and instruction the following action steps will be deployed:

1. Continue to develop and monitor high school honors portfolios.
2. Continue to develop and monitor middle school honors portfolios.
3. Development of an AIG wiki with resources for differentiation.
4. Monitoring of EVAAS, EOC, EOG, Mclass, and iReady data for AIG student performance and growth.
5. Deployment of differentiation training as needed.
6. PDSA process to monitor data.
7. Procurement of any needed supplemental resources as needed.
8. Continue to ensure that students have opportunities to develop 21st century content and skills through our 1 to 1 initiative.
9. Continue to promote opportunities for AIG students via website. (Governor's School, CTE internships, NCDOL apprenticeships, North Carolina Virtual Public School classes, Career and College Promise classes, Credit by Demonstrated Mastery, AVID, Science Fair, North Carolina School of Science and Math, Battle of the Books and other opportunities).
10.Continue to monitor data through the PLC process, PDSA process and district improvement plan.
11. Continue to monitor classroom instruction through classroom walkthroughs, instructional rounds

and peer observations.
12. Honors and AP classes are available at the high school as well as online Career and College Promise Classes and North Carolina Public School classes.
13. Cluster grouping will be utilized in the elementary schools.
14. Enrichment and intervention blocks will continue to be improved at all areas of K-12. More opportunities for enrichment will be provided through the use of clubs, speakers and Project Lead the Way in the middle school.
15.Staff development will be provided in order to help elementary teachers develop potential high achievers through their use of differentiation and enrichment.
16. AIG task force will meet quarterly to discuss any needed improvements to the program. This group will consist of teachers, principals, parents, and students.
17. Utilize DEP through PowerSchool to articulate the services that match the identified needs of the K-12 AIG students.
18. Establish an AIG contact at each school to help with the deployment of the DEPS. Currently, instructional facilitators are the contact. We will be moving this to another point of contact.

Sources of Evidence: 1. High school portfolios.
2. Middle school portfolios.
3. Sign in sheets from middle school Honors curriculum meetings.
4. AIG wiki.
5. Data analysis sheets.
6. Classroom waltkthrough data.
7. Instructional rounds data.
8. Purchase orders for resources.
9. I3 management team minutes for 21st century content.
10. Website.
11. Class schedules for K-12.
12. Enrichment block plans and fliers for speakers.
13. Staff development logs.

14. DEP plans.
15. AIG task force minutes.
16. List of AIG contacts.

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.

District Response: The Montgomery County Schools AIG Director holds a current Academically Intellectually Gifted license. The AIG Director will maintain NC AIG licensure in order to understand the needs of AIG students, and to provide teachers with assistance in differentiating both curriculum and classroom instruction. The AIG Director will implement the local AIG plan with fidelity. Instructional facilitators help facilitate the AIG program at the school level during their work within the school level PLCs. Weekly district leadership meetings help keep everyone informed of the work with AIG students. The AIG Director met with middle school AIG teachers during the 2013-2016 plan years in a PLC type environment and plans to expand this to elementary and high school. The AIG Director will participate in regional/state meetings as schedules allow. Any professional development is provided to the instructional facilitators who provide school level training.

Practice B

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

District Response: Recognizing that AIG certified teachers are the most qualified individuals to address the unique needs of gifted learners, the Montgomery County AIG Director collaborates with building principals to ensure that AIG certified teachers are assigned to teachers are assigned to teacher groups of AIG students if at all possible. The AIG Director searches for professional articles and books to engage AIG teachers in continued learning regarding gifted learners. An AIG wiki will be developed to collect effective instructional strategies for AIG learners. All teachers will be able to access the wiki. Links will be provided to the state AIG wiki and to the lessons that have been developed to meet the needs of the AIG learners. A survey will be conducted of school level administrators to determine any professional development needs. During weekly PLCs, time will be devoted to differentiation strategies. This will allow teachers to share best differentiation practices and allow the instructional facilitators to share their differentiation expertise. The digital learning coaches will also help assist teachers in designing lessons for gifted learners and provide any necessary coaching to maximize our 1:1 imitative. As our list of AIG certified teachers begins to shrink, we will develop some local level courses to support teachers in the area of gifted education.

Practice C

Establishes specific and appropriate professional development requirements for all personnel

involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Professional development will be provided to all teachers of AIG students in order to enable appropriate differentiated services utilizing the NCSCOS as well as training in differentiation. Coaching and support for differentiated teaching/learning will be provided by instructional facilitators housed at each school. It is recommended that teachers of AIG students have their AIG license, be working to obtain their license, or participate in professional development. Some topics that will be covered in this professional development are characteristics of gifted learners, needs of gifted learners, and differentiation of curriculum and instruction for gifted learners. A survey will be sent to certified teachers and principals on possible professional development to determine the direction for staff development training with AIG emphasis.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA□s professional development requirements for that position.

District Response: Every effort is made to place identified AIG students in the classrooms of teachers with AIG licensure or those who have participated in local gifted professional development. In our elementary schools, AIG students are placed in cluster grouping with an appropriately trained AIG teacher. At the middle school level, AIG students are placed in honors level classes with an appropriately trained AIG teacher. AIG students at the high school level are served through honors and/or AP courses. Career and College Promise, North Carolina Virtual Public Schools, and North Carolina School of Science and Math classes are also a service option. The teachers have training in working with advanced level classes. Honors portfolios help support AIG teachers. In the next plan period, recognition at the local board meeting will be provided for anyone completing AIG add-on licensure.

Practice E

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

District Response: The Montgomery County AIG Program needs to continue to align professional development with our local strategic priorities and any district initiatives that have been identified. AIG best practices will be integrated within other professional development initiatives across the district. Professional development provided for all Montgomery County teachers is based on best instructional practices. Support in the areas of PDSA(Plan, Do, Study, Act), Marzano's High Yield Instructional Strategies, and basic differentiation will continue to occur. The AIG Director meets with the instructional facilitators regularly to remind them of ways to integrate best practices for gifted learners across professional development settings and topics. School improvement plans and our district improvement plan consider the needs of gifted learners based on data. In the next plan year, the AIG website will be redesigned and an AIG wiki developed in order to make sure that resources are

available. Classroom walkthrough data helps drive professional development opportunities within the district. The AIG website will be used to promote opportunities for PD outside of the district to support best gifted practices and state/national standards.

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

District Response: Teachers working with AIG students will continue to be provided professional development, resources, coaching and support to address current state and national standards. Based on professional development provided to teachers, instructional facilitators will provide support to teachers through modeling and coaching. Teachers share best practices during PLCs and time is allotted for them to plan together. With our 1:1 device initiative, professional development on utilizing Canvas will help teachers to share new ideas and grade appropriate plans and resources district wide. During this next plan period, vertical PLCs will be utilized via Skype. These opportunities will allow teachers to discuss plans for gifted learners. Instructional facilitators will coach teachers on utilizing data to drive instructional strategies for AIG students. Attention will be focused on how to deepen the understanding of teachers on how to impact the growth of AIG students.

Ideas for Strengthen the Standard: In order to strengthen the components of personnel and professional development, the following actions steps will occur:
1. Advertise opportunities for completing AIG licensure on newly designed AIG website.
2. Provide stipend if budget allows for those working on AIG licensure.
3. Advertise opportunities for outside professional development for AIG teachers on website.
4. Create a standard set of professional development opportunities for those teachers that are not AIG certified.
5. Provide renewal professional development for those teachers who are AIG certified.
6. Continue to monitor differentiation with classroom walkthrough data and provide necessary professional development.
7. Facilitate the vertical team meetings through our digital initiative.
8. Survey administrators on needs of AIG teachers for professional development.

Sources of Evidence: 1. Coaching logs from school level instructional facilitator.
2. AIG website.
3. Budget.
4. Professional development logs.
5. Survey results.
6. Agendas from both weekly PLC meetings and vertical meetings.

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 classroom environments, grade levels, and settings.

District Response: Services for AIG students will include nurturing students with differentiated instruction opportunities (K-3), differentiated instruction in cluster groups (Grades 4 and 5), accelerated classes (honors)in area of identification (Grades 6-8), and assigned classes in honors, AP and online classes (Grades 9-12). Other opportunities for gifted learners will be provided during an intervention/enrichment block at the school level. Students will be able to identify a project of choice they would like to work on throughout the school year. This project will be identified on their Differentiated Education Plan (DEP). This self-directed project allows students who have an interest in a specific area to explore the area. It does allow the student to engage in self-directed learning. The classroom teacher will monitor the product production. Social and emotional services for gifted learners need to be focused upon and improved. There needs to be increased communication between AIG Director and school counselors. Training needs to be provided on the characteristics/needs of gifted learners during their monthly meeting time. Resources need to be added to the AIG wiki. Collaboration between counselors and higher education is strong and will continue. Instructional facilitators and digital learning coaches coach teachers in regards to helping teachers with differentiation strategies to enrich, extend and accelerate the learning of gifted students. DEP information that is generated through PowerSchool is shared with all teachers. By collaborating with the secondary director, course offerings are provided that focus on the development of interests and special talents of students. Through expanded course sharing through Canvas, students are involved in instruction that develops their critical thinking, problem solving and other 21st century skills.

Practice B

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

District Response: Montgomery County Schools' continuous improvement model has structure and processes in place to review data, strengths and/or gap areas relative to state summative assessments. District PDSAs are utilized for reading and mathematics to address the spectrum of learners and resources needed to meet the needs of all learners, including gifted learners. Student DEPs are written to align with the area of student identification. Resources need to be added to an AIG wiki to help ensure that all teachers have access to resources. Meeting the needs of AIG learners is embedded, differentiated and directly aligned to the district initiatives regarding Marzano's High Yield instructional strategies and the PDSA process. Also, support is provided with differentiated

instruction during weekly PLCs at the school level. The district curriculum and instruction team meets regularly to identify program/service needs, gaps and/or successes regarding district program goals, LEA resources, and strategic future planning. Student DEPs are written to align with the area(s) of student identification for gifted learners. DEPs are reviewed annually to ensure alignment and appropriate service delivery.

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

District Response: The needs of advanced learners are met when the AIG program and gifted services are integral and connected to the current instructional program. Appropriate differentiated instruction is
necessary to facilitate growth in AIG students. Continual and relevant professional development with differentiated instruction will be provided. Resources will be provided through the AIG wiki that will help teachers differentiate their instruction to appropriately meet the needs of gifted learners. High school Honors portfolios will be continue to be enhanced to align with our current NCSCOS. Middle school will also continue to enhance their Honors portfolios. The Montgomery County Schools System will continue to conduct professional development for teachers to ensure that appropriate differentiated policies and programs are being implemented across the county. The AIG program and policies will be made available online for administrators, teachers and parents to view at any time. Communication will occur with the curriculum team during curriculum meetings and with leadership during weekly cabinet meetings. The AIG Director will search for opportunities to partner AIG programs with existing LEA programs.

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

District Response: To ensure fidelity and rigor of implementation, all stakeholders will need to be presented
with the updated version of the AIG local plan. This will involve awareness of services, regulations and specific needs of gifted learners as well as the recommended training needs of educators working with gifted learners. The AIG Director will provide information and training on the Local AIG plan to GITs (Gifted Identification Team) located at the school level. This team could be the same team as the
school's Student Assistance Team or a different team just for gifted identification depending on the needs of the school. An AIG contact will be named for each school and that person will be trained on maintaining the required paperwork such as DEPs. The AIG Director will also work with administrators and parents to make sure that the components of the plan are clearly understood. In order to move this component forward a standard PowerPoint explaining the services and implementation of the AIG plan will be developed. The district AIG website will be redesigned in order to help aide in the dissemination of information.

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

District Response: In order to communicate effectively with parents and the community, various strategies
will be employed. They include, but are not limited to:
• Meetings with teachers and parents to discuss the continuum of student services, delivery options and
to review student portfolios (school site). These meetings may include PTA meetings, Parent Teacher conferences, and Differentiated Education Plan reviews.
• Plan on MCS website and opportunities for AIG students advertised on website.
• Review of Local Plan by AIG Advisory Board.
Montgomery County Schools places a high priority on teacher, parental, and community involvement. It is our belief that cooperation between and among all stakeholders maximizes the development of the academic and intellectual potential of each student. It is the intent of the Academically/Intellectually Gifted (AIG) program to pursue an active line of communication within and among teachers in the district. Intent is to provide ongoing communication to expand educational opportunities for students and allow for maximum student development. The following initiatives will be implemented and/or continued:
• District-wide Academically/Intellectually Gifted Advisory Board
An advisory board provides feedback concerning the effectiveness of the Montgomery County Schools AIG program. The Advisory Board meets twice a year, once in the fall and once in the spring.

• Academically/Intellectually Gifted Brochure
A brochure will be provided to give accurate information about the AIG plan to parents and the community. The brochure will also be available to any interested individual through the system's website.
• Parent Information Sessions
Information about the AIG program will be provided at many venues including Back to School Rally, Your School's 101 nights, and PTA nights.
• Creation of standardized presentation visuals and materials increase the fidelity of
processes and procedures for the AIG Local Plan, identification, and service provisions. Regular reporting of academic data and progress of gifted learners to district, school site administrators, Instructional facilitators and teachers that have AIG students and the gifted students themselves. Instructional facilitators will align school site training with the district initiative involving differentiation. Differentiation will be an integral part of the PLC agenda. Cluster teachers, accelerated teachers and honors teachers will be invited to be a part of a county wide PLC twice a year.

Practice F
Facilitates collaboration among school counseling personnel, regular education teachers, AIG

specialists, and others to address the social and emotional needs of AIG students.

District Response: The AIG Director will facilitate collaboration with other school personnel to address the social and emotional needs of AIG students.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Montgomery County Schools AIG program articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need. A clear procedure is in place for students to earn Credit by Demonstrated Mastery. Students have participated in Credit by Demonstrated Mastery process. Guidance counselors and teachers help to identify candidates for this process. The process is delineated in the high school registration guide. In order to help move this standard forward, the AIG Director will provide information regarding the Credit by Demonstrated Mastery process on the district AIG website. The Credit by Demonstrated Mastery process and opportunities for online learning through Career and College Promise and North Carolina Virtual Public Schools will be highlighted in the AIG handbook for parents and students.

Practice H

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

District Response: Montgomery County Schools' AIG program strives to ensure that traditionally under-represented populations have equitable opportunities and service options available system wide. Teachers differentiate the curriculum to meet the needs of varied levels of learning within the classroom. Support is provided to teachers during PLCs and professional development. Instructional facilitators are available to coach and model differentiation strategies for teachers. In order to strengthen this standard, more targeted professional development will be provided on recognizing and providing services that respond to the traditionally under-represented populations. Service options will be communicated to ELL, EC teachers, and other teachers who have a specialized student focus.

Practice I

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

District Response: Additional opportunities for enrichment exist outside of the classroom and the school.
Gifted students benefit from innovative, challenging experiences.
Extracurricular programs often address the socio-emotional needs of AIG students.
These programs offer AIG students the opportunity to team build and interact in an activity that is outside the traditional curriculum of the daily classroom. Often these activities extend the classroom lesson to meet a need to more fully explore a topic or subject of interest and help develop leadership characteristics. The AIG Program will promote and share information that may be of interest to students, parents and schools regarding opportunities for enrichment and interest.
Clubs at the middle school/high school level.

. Afterschool Merit and Metal opportunities
. Project Lead the Way

• Clubs during intervention/enrichment block at elementary level.
• Beta Club/National Honor Society
• Battle of the Books
• Science Fair (school, county and regional)
• Spelling Bee
• Duke Tip Program
• Dance, chorus, band and drama opportunities at the middle and high school
• Various summer camps sponsored by colleges, university and other organizations
• North Carolina Governor's School (A recruitment night will be planned for East and West Montgomery)

To move this component forward, service opportunities need to be added at all levels.

Practice J
Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: Montgomery County Schools utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students. The use of such grouping is monitored by the classroom walkthrough tool. Professional development in the areas of data analysis, grouping practice for growth of students, and instructional strategies that are effective with groups of advanced learners is provided in an ongoing manner. Students are grouped flexibly in the classroom based on a variety of factors, such as readiness, interest and learner profile. PLC groups analyze the data to flexibly group students in intervention/enrichment blocks.

Ideas for Strengthen the Standard: In order to strengthen the components of comprehensive programming within a total school community, the following action steps will be deployed:

1. Advertisement of curricular and enrichment opportunities through a redesigned website.
2. Monitoring of professional development needs in the area of differentiation and deployment of

professional development.
3. Continued coaching support of teachers in the area of differentiated instruction.
4. Development of an AIG handbook.
5. Collaboration with schools to provide a more varied level of opportunities to students during enrichment periods.

Sources of Evidence: 1. District AIG website
2. Professional development logs
3. Coaching logs of instructional facilitators
4. AIG handbook
5. Agendas of meetings with schools concerning enrichment opportunities.

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 following needs of AIG students:

- academic and intellectual
- social and emotional.

District Response: The needs of AIG learners are best met when all stakeholders are included in the planning and implementation of services provided for the learner, including parents and families. Constantly improving this communication will further strengthen the Montgomery County AIG program. Teachers communicate with parents concerning their child's differentiated services. The middle schools' METAL afterschool program and the AVID program at the middle and high school has provided speakers for students. In order to strengthen this standard, the AIG website will be redesigned to include a wealth of information regarding the AIG program. The AIG Director will collaborate with schools to provide more opportunities for speakers during enrichment periods in order to speak to the interests of gifted students.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: Communication and inclusion of AIG stakeholders is essential to meeting the needs of AIG students and providing fidelity of program implementation. Standardized presentation of information regarding the AIG local plan and policies relating to gifted education will be presented to all stakeholders. An AIG handbook will be created that highlights the local AIG program and policies. The AIG website will be redesign to incorporate more information for parents and students.

Practice C

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

District Response: The needs of AIG learners are best met when all stakeholders are included in the

planning and implementation of services provided. The Montgomery County Schools have included stakeholders reflecting the diversity of AIG families and the community in the development, implementation and monitoring of the local AIG program and plan. The AIG Advisory Board will meet twice during the year. In order to strengthen this standard, an intentional effort will be made to be inclusive of as many stakeholder groups as possible and to ensure a balance of members to represent all areas of the district.

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

District Response: The Montgomery County AIG Program needs to be in communication with parents/families and the community about AIG opportunities. AIG documents need to be translated to ensure AIG students' needs are met. In order to communicate effectively with parents and the community, various strategies will be employed. They include teacher/parent meetings during conferences, the district AIG website and a newsletter during the spring and fall. In order to strengthen this component, the following will be utilized: school and district web pages, fliers, automated calls and emails. Information will be shared with students and families about partnerships available with civic and local agencies, including CTE department opportunities. These opportunities might include mentorships, community outreach/ service learning opportunities, internships and/or job shadowing.

Practice E
Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: We will partner with local businesses, institutions of higher education, and industry to
enhance learning opportunities that support the AIG program and students. For example, MCS will partner with UNCP for the regional science fair. Internships are available at the high school level. Dual enrollment with MCC, NCVPS, and NCSSM will be encouraged. We will look for creative ways to provide enrichment opportunities for AIG students by partnering with community leaders and businesses. Parent collaborative programs with MCS that benefit AIG students, such as parents speaking during career day, will be encouraged. There are strong partnerships between Montgomery County Schools and our community college. Many students participate in Career and College Promise classes and this is accelerating now because of our 1:1 initiative. Support is provided for students in these classes.

Ideas for Strengthen the Standard: In order to strengthen the components of the partnership standard, the following action steps will be deployed:

1. Redesign of the AIG website with resources and information.
2. Development of an AIG handbook.
3. Collaboration with the schools to provide community speakers.
4. The development of an AIG newsletter to be deployed in the fall and spring.

Sources of Evidence: 1. AIG website
2. AIG Handbook
3. Contacts with community members
4. AIG newsletter

Standard 6: Program Accountability

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

Practice A

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

District Response: The Montgomery County AIG Director along with other stakeholders will develop a written AIG Plan that will document the local AIG program in accordance with all state laws and policies. It will be reviewed and refined by the curriculum team and then submitted for the approval of the Montgomery County Board of Education. Knowledge of North Carolina Legislation (Article 9b-1998) and the State Board of Education policy (NC AIG standards, 2009) provide guidance in order to serve AIG students. All six standards are addressed within the plan. Data from the program self-assessment helps to guide the plan.

Practice B

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

District Response: Communication is an essential element to the successful monitoring and implementation of the AIG plan. Teachers, administrators, students and parents alike must continue to maintain open lines of communication in order to successfully incorporate the essential elements of the AIG plan. Annual review of the AIG plan by the AIG Advisory Board will assist in monitoring. Opportunities for meaningful reflection will evolve into any necessary improvements. Areas of improvement will be maintained/monitored utilizing deployment plans that clearly delineate responsibilities for any corrective actions. The AIG Director will report feedback to Assistant

Superintendent of Curriculum and Instruction and any necessary deployment plans will be made. The AIG Director will report feedback to the Director of Curriculum Support, Elementary Director and Secondary Director so that any necessary support can be provided to classroom teachers. The AIG Director will complete interim reports to the North Carolina Department of Public Instruction to assess progress towards program implementation and effectiveness. Data will be monitored on the school level as well as the district level. The AIG Director participates as a member of the curriculum team.

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

District Response: The AIG director will collaborate with Montgomery County School's finance department
to semi-annually review AIG budget and ensure that state AIG funds are being used to support district AIG program goals. The AIG Director will seek other opportunities such as grant funding to aid in the funding of programs for AIG learners.

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

District Response: AIG performance data needs to be closely monitored. Clearly established processes need
to be in place to assist classroom teachers in the disaggregation of student data. In addition, AIG students need to have ownership of their own growth data by tracking formative assessments, summative assessments and diagnostic assessments given throughout the year.: The collection, maintenance, analyzing, and sharing of data for Montgomery County AIG students will include student growth data. This data will be collected through formative assessments, observation of the PDSA, summative data, i-Ready diagnostic assessment and EVAAS data. During data days, PLCS will complete a data disaggregation form and Dropout data will be gathered with the collaboration of the high school guidance counselors and Power School administrator. ACT and PLAN data is analyzed for all students as part of the ACT PDSA. Other forms of data that speak to the success of AIG students will be collected such as the number of internships or mentorships, college acceptance information, scholarship information, Career and College Promise completion rates and AP class completion rates. Teachers are provided with training needed to understand student growth and achievement through PLCs and collaboration with the Chief Accountability and Quality Officer.

Practice E
Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The Montgomery County AIG Program needs to continue ensuring that diversity is a part
of the local AIG program. A systematic approach to continuous monitoring of the diversity within the Montgomery County's AIG program must be developed and maintained in order to ensure a rich cross section of representation within the program. The AIG Coordinator and curriculum team will continue to monitor the AIG headcount data to ensure that diversity is in place with the MCS AIG program. The portfolio process is in place as a way to benefit those students who are gifted but have some difficulty with standardized testing.

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

District Response: AIG students need to be placed with teachers that hold the credentials to teach AIG
students if possible. These teachers are best able to meet their needs as a gifted learner. Montgomery County Schools' Human Resource department will work closely with the AIG Director to maintain accurate information on all school personnel working with AIG students. Non AIG certified teachers will be offered coaching through the Instructional Facilitators. Local staff development offerings will be offered and teachers of AIG will be encouraged to participate in these classes. AIG students will be placed in classrooms with regular education teachers that hold an AIG license whenever possible.

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

District Response: An AIG advisory board will help provide feedback regarding the implementation of the local AIG program. In the next three-year plan period, the AIG Director will work with the advisory board to promote multiple ways of gathering information such as surveys, focus groups and online opportunities. Student input will also be requested in the form of a survey and focus group. The AIG Director will work with a student gifted advisory group to strengthen areas of focus. This will meet twice a year. Feedback will be solicited during monthly principal's meetings and weekly leadership cabinet meetings. An AIG advisory board will assist in monitoring the AIG program and will provide support and offer suggestions to ensure effective implementation of AIG programming.

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

District Response: Utilizing multiple sources of data the AIG Director and Advisory Board will examine data gathered from parents, students, teachers other staff and community members.

Surveys and other sources of information will be analyzed. The AIG website will incorporate a place to gather suggestions in order to gather more informal data.

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

District Response: We will clearly communicate evaluative program information to the public by utilizing the
website as one means of this communication. Furthermore, the AIG Advisory Board will help disseminate this information. Evaluative data will be reported to cabinet. Any necessary deployment plans will be based on data. Data will be shared to a variety of groups including district leadership, AIG Advisory Board, principals, students, teachers and parents. A newly designed district AIG brochure will be developed.

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

District Response: Policies and procedures will continue to be reviewed and evaluated with a discerning
eye kept on the protective nature of those practices for our AIG students. A clean and concise outline of each step of the AIG process is represented in the Montgomery County School Academically/Intellectually Gifted plan.
MONTGOMERY COUNTY SCHOOLS
Due Process Procedures regarding
Academically / Intellectually Gifted and Services Delivery Decision Overviews
1. Appeal to the school level Gifted Identification Team (GIT)
2. Appeal to the building level Principal
3. Appeal to the AIG Director
4. Appeal to the Superintendent
5. Appeal to the local Board of Education
Montgomery County Schools continues to seek ways to make our schools quality learning environments through close cooperation between home and the entire school system.
The Academically / Intellectually Gifted Program's goals, objectives, and service options should be clearly understood and communicated to all parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the individual school level. The following procedures should be followed to resolve any disagreements.
Step 1: Appeal to the School Level Gifted Identification Team (GIT)
1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. The request should be made in writing. The Gifted Identification Team should be given ample opportunity (10 school days) to convene all members together for the conference.
2. At this conference the individual student profile will be examined and discussed. Information used

to determine eligibility for service delivery options shall be reviewed
with the parents/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement to the Gifted Identification Team.
3. At this conference all information is shared with the parents/guardian and the minutes are recorded on the Gifted Identification Team minutes form. Team minutes forms and signatures are obtained from those attending.
4. Following the conference, the Gifted Identification Team will respond to the parent's concerns in writing within 10 school days after the conference.
Step 2: Appeal to the Building Level Principal
1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level Principal. This should be done within 10 school days of the decision from the Gifted Identification Team. The Principal shall schedule the conference within 10 school days of the receipt of the written request.
2. The Principal shall review the concern. During the conference he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are to be recorded on the GIT minutes form and signatures obtained from all present.
3. The Principal shall respond to the concern in writing within 10 school days of the conference.
Step 3: Appeal to the AIG Director
1. The parent/guardian may appeal the decision of the building Principal to the AIG Director. This should be done in writing within 10 school days of the decision from the building level Principal.
Please submit this appeal to:
AIG Director
Montgomery County Schools
PO Box 427
Troy, North Carolina 27371
2. The AIG Director will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the Principal. Minutes should be recorded on the GIT minutes form and signatures obtained from those present.
3. The AIG Director shall respond to the concern in writing within 10 school days of the conference.
Step 4: Appeal to the Superintendent
1. The parent/guardian may appeal the decision of the AIG Director to the Superintendent in writing within 10 school days of the decision.
Please submit the appeal to:
Superintendent
Montgomery County Schools
Step 4: Appeal to the Superintendent
1. The parent/guardian may appeal the decision of the AIG Director to the Superintendent in writing within 10 school days of the decision.
Please submit the appeal to:
Superintendent
Montgomery County Schools

A handbook will be developed that will contain forms and basic information about the AIG program. This will be translated into Spanish.

Ideas for Strengthen the Standard: In order to strengthen the program accountability standard the following action steps will be deployed:
1. Ensure quarterly meetings of the AIG Advisory board.
2. Create a student advisory board that meets twice a year.
3. Utilize a variety of sources of data to review.
4. Create a new AIG handbook.
5. Create a new AIG brochure.
6. Provide a suggestion box on the AIG website.

Sources of Evidence: 1. Meeting agendas.
2. Information gathered from variety of data sources.
3. AIG handbook.
4. AIG brochure.
5. AIG website.

Glossary (optional):

Appendix (optional):

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