

Asheboro City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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LEA Superintendent's Name: Dr Diane L Frost

LEA AIG Contact Name: Pam Johnson

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Asheboro City 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, Asheboro City Schools local AIG plan is as follows:

Asheboro City Schools Vision for local AIG program: The Asheboro City Schools Board of Education is committed to providing quality learning opportunities for all students. We acknowledge our responsibility to discover, cultivate, and develop the potential of each student. Asheboro City Schools will be a system of excellence where every student graduates, and is globally competitive for careers, college, and citizenship. We are committed to providing high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21st century global citizenship.

We recognize that:

- Gifted students come from all socioeconomic, cultural, and ethnic backgrounds.
- Gifted students have exceptional abilities, talents, and strengths.
- Gifted students whose intellectual capacity, rate of learning, and potential for creative contributions demand experiences apart from, but connected to, the regular classroom.
- Gifted students exhibit high performance, or the potential to achieve, in intellectual, academic, or creative endeavors.

•Gifted students are individuals with potential who require guidance in discovering, developing, and realizing their potential as individuals and members of society.

We believe that:

•It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate the academic, emotional, and social needs of gifted students.

•It is our responsibility to provide students with a continuum of educational services that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

•It is our responsibility to provide specialized instruction that is integrated with the regular curriculum and the intellectual, academic, and social and emotional needs of academically and/or intellectually gifted students.

•Under this philosophy, it becomes the responsibility of the entire staff to meet the needs of gifted students by identifying their gifts and talents and developing those areas.

•Continuous communication and collaboration among teachers, parents, administrators, and community members are essential to meet the needs of all students.

•This philosophy also requires a strong partnership between the school system and community.

•These services should be provided by well-qualified, knowledgeable staff.

We are committed to providing quality learning opportunities for all students. We acknowledge our responsibility to discover, nurture, and develop the potential of each student. (See Attachment 1 for AIG Timeline of Implementation)

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

State Funding	Local Funding	Grant Funding	Other Funding
\$239142.00	\$5270.00	\$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.

This practice is a Focused Practice for 2013-2016.

Rationale: Although screening and identification procedures are in place, they are not communicated clearly to all stakeholders. According to our survey, 69% of the parents responded that the AIG identification procedures are clear, equitable, and comprehensive. However, only 34% of certified staff felt the AIG identification procedures within our district are clear, 31% thought they are equitable, and 33% thought they are comprehensive. Therefore, this will be a focus practice.

Goals: The AIG Plan will articulate and disseminate the procedures for AIG student identification for all grade levels to all stakeholders.

Description: AIG specialists implement the district identification process and procedures. Knowledge of the characteristics of and identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners are shared with stakeholders. An understanding of the relevance of cultural, ethnic, and socioeconomic factors in relation to assessment and achievement for individual students is realized. AIG specialists continue to:

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
- Conduct meetings to inform parents and teachers of students' eligibility for program placement and services.
- Communicate with school personnel about the characteristics and needs of AIG students.
- Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
- Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.

- A student search is conducted annually to create a pool of students. Each student in the pool is reviewed for nomination. Student nominations and evaluations are conducted throughout the school year.

- Needs Determination Team for school and district meets annually to determine eligibility.
- Identification procedures are posted on school and district websites.
- Identification procedures are shared at community information sessions.
- Identification procedures are shared with school personnel annually.

-Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

Planned Sources of Evidence: Parent DEP Meeting sign-in sheets

School Faculty meeting sign-in sheets

AIG Specialist Parent-Teacher Log

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 Focused Practice for 2013-2016.

Rationale: Based on survey data, 31% of certified staff indicated the AIG identification procedures were comprehensive. Based on this data, there is a need to reevaluate the multiple criteria for identification for the inclusion of measures of aptitude, achievement or potential to achieve, and non-traditional and traditional measures based on current theory and research.

Goals: The AIG plan will employ additional criteria for identification of AIG services in order to strengthen the comprehensive profile for each student.

Description: In order to ensure a comprehensive identification process, the district employs multiple criteria for identification at all grade levels. The comprehensive multiple criteria for identification will be communicated clearly to teachers, administrators, parents, families, and stakeholders in the AIG program. Decisions regarding identification will be based on the multiple criteria for identification. (See attachment 1B)

Our LEA may use the following as components for multiple criteria to develop a comprehensive profile for each student in the identification pool:

- System-wide screening in multiple grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Elementary teachers complete a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- ELL students who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process in place for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.
- No formal assessments are required for gifted program options at the high school.

When the Needs Determination Team determines testing is needed, a Permission for Testing is completed by the parents/guardians. The Needs Determination Team will specify which individual or group test(s) should be administered for each student.

These are currently used test instruments/other criteria as part of gifted services eligibility decisions:

Individualized Tests of Aptitude:

-CTONI: (Comprehensive Test of Nonverbal Intelligence). If students do not have enough receptive language to understand the verbal directions, a CTONI should be administered since those directions are in pantomime.

-Naglieri Ability Test - NNAT: The Naglieri Non-verbal Ability Test (NNAT) is a nonverbal test that assesses mental ability by requiring the examinee to solve problems presented in abstract figures and designs. However, the tests do provide an accurate assessment of learning potential of Limited English Proficient (LEP)s and students of the non-dominant culture, as well as students of lower socio-economic levels.

-RIAS (Reynolds Intellectual Abilities Scale): The RIAS is an individually administered test of intelligence appropriate for ages 3 years through 94 years with a conformed, supplemental measure of memory. The RIAS includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX).

-Universal Nonverbal Intelligence Test - UNIT: The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; and those who are verbally uncommunicative.

-Weschler Intelligence Scale for Children - Fourth Edition - WISC-IV, and R: The WISC-IV is an individually administered clinical instruction for assessing the cognitive ability of children 6 years 0 months through 16 years 11 months.

Individualized Test of Achievement:

-The Woodcock-Johnson III Tests of Achievement (WJ III ACH; Woodcock, McGrew, & Mather 2001) is an individually administered battery of achievement tests for ages 2 to 90+ years. The WJ III ACH has 22 tests, with 12 in the Standard Battery and 10 additional ones in the Extended Battery. (See Attachment 2 for our LEA's testing components for AIG placement.)

-The Iowa Test of Basic Skills (ITBS) is a test of achievement for grades K-12. The ITBS includes Vocabulary, Reading Comprehension, Spelling, Capitalization, Punctuation, Usage and Expression, Math Concepts and Estimation, Math Problem Solving and Data Interpretation, and Math Computation testing section.

Attachments 1A and 1B explain multiple criteria for Academically and/or Intellectually Gifted identification. Additional tests listed in Attachment 3 may be accepted as part of gifted service eligibility for our LEA. Traditional group administered test procedures are followed according to Attachment 4.

Planned Sources of Evidence: AIG specialists' spreadsheets and/or student folders may contain the following data:

-Results of system-wide screening of all students in grades three and five by administering the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS)

-TOPS (Teacher Observation of Potential in Students) form

-Results of any ELL student who advanced at least three proficiency levels in one school year or less

-Student DEP (Differentiated Education Plan) and/or IDEP (Individualized Differentiated Education Plan)

-Completed Gifted Rating Scale

-Documentation of teacher/parent nominations

-Documentation of testing by outside psychologist

Other Comments: Resources Needed: Funds to purchase Gifted Rating Scale forms, ITBS, CogAT, TOPS forms.

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 Focused Practice for 2013-2016.

Rationale: Potentially gifted students from culturally diverse or economically disadvantaged families and students with disabilities are often overlooked for gifted programming; therefore, special efforts may be needed to ensure that these students are nurtured and served. The district population consists: 40% white, 15% black, and 39% Hispanic. Free and reduced lunch currently comprises 70%. The screening, referral, and identification procedures for traditionally under-represented populations need to be updated to respond to the current demographics of our school system.

Goals: Asheboro City Schools will add screening, referral, and identification procedures that respond to underserved populations.

Description: Asheboro City Schools Academically and/or Intellectually Gifted Program will use a multiple criteria approach for nominating potential AIG learners. This process will provide a well-articulated procedure for equal opportunity, equity/access to all students including minority students, English Language Learners, students with disabilities, students who are economically disadvantaged, and other under-served groups.

The screening process may include annual formal search of all students in multiple grade levels, annual screening that is on-going and occurs at all grade levels, and a procedure for student nomination that is on-going and occurs at all grade levels.

The formal student search will be conducted annually. This search will include a review of test data using reports compiled by the Asheboro City Schools' testing coordinator. Students will be considered for the AIG Pool of potentially identified students if they achieve a score ≥ 90 th percentile on a nationally normed test of achievement or aptitude. In addition, a Non-Verbal battery score of ≥ 90 th percentile on the Cognitive Abilities Test (CogAT) will be added as a qualifying score to gain entrance to the AIG pool.

In addition to standardized test data, the use of nontraditional methods will be used for effective screening, nomination, and identification of under-served populations who may manifest giftedness in different ways. Asheboro City Schools will use TOPS (Teachers Observation of Potential in Students) from U-STARs~PLUS, work samples, portfolios, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination Team for Academically and/or Intellectually Gifted (NDT-AIG) for review. The NDT-AIG will work with classroom teachers to determine which students from this pool should be nominated for differentiated services. Parents, students, and teachers may also nominate students who do not appear in the screening pool. Supporting documentation such as work samples and research-based checklists should accompany these nominations. Nomination data collected from teachers, parents, students, psychologists, and/or central office staff will include standardized achievement test scores, end-of-grade scores, CogAT group and/or individual aptitude scores, grade averages, portfolio documentation, work samples, and cognitive/behavioral checklists. When students with disabilities or a 504 plan participate in district-wide assessments, students receive testing modifications and/or accommodations as indicated in their individual plan. These modifications/accommodations are also provided for AIG screening and formal assessments. Data from the student search will be recorded by AIG Specialists on AIG Identification Pool Spreadsheets. The students who make up the Identification Pool may or may not require differentiated services.

Students from underrepresented populations may need additional opportunities for AIG identification and differentiated services. This may include: increased collaboration between the AIG Specialist and the ELL teachers to collect data for students who grow three or more language levels in one academic school year, collection of TOPS (Teacher Observation of Potential in Students) forms in K-5, AIG nomination/identification procedures and DEP parent meetings are communicated in parents' native language, and increased communication between the AIG Specialist and school personnel on AIG identification and nomination procedures. The individually administered Naglieri Nonverbal Ability Test is also available for use with students from under-represented populations.

Individually administered tests may be preferable under certain circumstances in order to identify potentially gifted students from underrepresented populations. Individual assessments may be administered as needed throughout the year by professional personnel and as determined by the Needs Determination Team if:

*The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).

*The student has cultural differences that may interfere with language usage (i.e., ELL).

*The student is from an economically disadvantaged background.

*The existing group data (current within 12 months) on this student does not provide sufficient information to make the decision about the need for services.

Planned Sources of Evidence: -Standardized test data

-Individualized Tests of Aptitude (Comprehensive Test of Nonverbal Intelligence, Naglieri Nonverbal Ability Test, Universal Nonverbal Intelligence Test, Weschler Intelligence Scale for Children, Fourth Edition, and Reynolds Intellectual Abilities Scale).

-Individualized Tests of Achievement (Woodcock Johnson Psychoeducational Battery III, WJ III

-Work samples

-Portfolio

- Checklists
- Gifted Rating Scales
- Parent, Teacher, and Student Inventories
- Parent/Teacher Nomination Form
- TOPS Forms

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The identification procedures for formal placements are consistent within the AIG Program across the LEA. The district consistently follows a systematic process for screening, referral, and identification. Therefore, this practice will be maintained.

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

Description: Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district. There is a Needs Determination Team at each school and a district level Needs Determination Team which serves as a review of school decisions. (See Attachment 5 - Student Search Process)

The School Needs Determination Team is comprised of the following members:

-One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) School counselor
- (d) Regular education teachers representing next grade levels

The District Needs Determination Team (NDT-AIG) is comprised of:

-One member of the district NDT-AIG must be the AIG Director. Other members should be selected from the following and must include one member who is knowledgeable about the child:

- (a) Exceptional Education Director

(b) AIG Specialist

The district NDT-AIG Team should have no less than four people present.

An annual review will be completed at the end of each school year for all students who have a Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP). At the end of the each school year, each previously identified student will be reviewed by the AIG Specialist Team. The goal is to provide consistency in identification, placement, and service options.

The annual review process is as follows:

1. Indicate the annual review date at the top of the new DEP or IDEP.
2. Review the student's performance in both gifted and general education settings.
3. Discuss the appropriateness of the options selected on the current Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
4. Recommend services matched to student's level of need.
5. Indicate the options selected for the next school year on the Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP).
 - a. Consider same level in intensity of services.
 - b. Consider an increased level in intensity of services.
 - c. Consider a reduced level in intensity of services.
6. School Level NDT members who are present will sign the DEP or IDEP.
7. Send an invitation to notify parents of a conference to discuss their child's DEP or IDEP for the upcoming year.
8. If a parent withdraws a student from the AIG program, an exit form must be completed.
9. 4th grade to 8th grade – DNDT will sign after review. Members will sign/date to represent the team.
10. Changes during the school year will be addressed by the AIG Specialist with individual IDEP or DEP meetings.

Planned Sources of Evidence: -Teacher's Observation of Potential in Students (TOPS) Forms from U-STARS~Plus is used in elementary schools

-Summary list of TOPS Forms for each school

-System-wide standardized test scores, gifted rating scales, and AIG students' folders

-AIG Specialist's Spreadsheets

-AIG Specialist's Parent-Teacher Logs

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: Asheboro City Schools has established written procedures to safeguard the rights of AIG students and their parents/families, including informed consent regarding identification, placement, and procedures, and transfers from other LEAs.

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

Description: Students previously identified by another LEA in North Carolina in grades 4 through 12 in a gifted program must be considered for gifted services when they transfer to Asheboro City Schools. They may receive gifted services for the remainder of the school year. The NDT-AIG will conduct an annual review of all Kindergarten through 12th grade IDEP's and DEP's at the end of the school year. Asheboro City Schools will honor AIG identification of students from within our state as indicated in a statewide database; or as indicated by records for out-of-state transfers. Procedures for transfers are as follows: (See Attachment 6: Due Process Procedures)

1. Review all available information from the previous school for the purpose of determining if differentiation of services are needed.
2. Determine what, if any, further information is needed.
3. Complete Individual Student Identification/Placement Form.
4. Complete Asheboro City Schools DEP or IDEP for individual student

K-3 transfer students will be evaluated upon enrollment and must meet local eligibility criteria in order to receive AIG services.

Planned Sources of Evidence: -Screening/Referral/Identification Flow Chart

-Signatures on Differentiated Education Plans

-District AIG Forms

-Student AIG Folders

-Written Policy; Due Process Procedures Regarding Academically and/or Intellectually Gifted Identification and Services Decisions

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: AIG Specialists maintain and review annually with parents/families documentation that explains the identification process and service options for AIG students. According to our survey, 78% of parents felt they understood how AIG children were identified and reviewed identification procedures and services for their students.

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

Description: Differentiated Education Plan (DEP) or IDEP forms for all students are updated each year. DEP meetings are held annually for parents of AIG students at all schools K-8. At yearly DEP meetings, the AIG Specialist reviews the Asheboro City Schools' identification process and service options for AIG students. Parents/families review the AIG student's DEP with the AIG specialist and are provided time to ask questions about identification and service options. AIG Specialists also review enrichment opportunities, potential content modification, and potential learning environment.

In grades 9-12 the high school counselors will advise AIG students on course selection and enrichment opportunities.

An end of year review of all K-12 IDEPs and Grade 4-8 DEPs will be conducted by the AIG Specialist. IDEPs and DEPs are on file at each school and are available for review at any time by parents, administrators, classroom teachers, and teachers of the gifted. Parents of AIG students are also provided a copy of the IDEP or DEP for their records. (See Attachment 7 Student Service Options)

Planned Sources of Evidence: -DEP and IDEP meeting rosters

- Differentiated Education Plans signed by parents annually
- Individual Differentiation Education Plans signed by parents annually
- Multiple Criteria for Identification Pathways Document
- Student Search and Service Options document
- Review of Registration Documentation for rising 9th-12th graders

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 Focused Practice for 2013-2016.

Rationale: Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, special pull-out classes, mentorships, and dual enrollment to address students' academic needs. When given appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. AIG students' interests, as well as their learning profiles, are not being utilized fully. Asheboro City Schools needs to increase teacher awareness of students' abilities, readiness, interests, and learning profiles as indicated by our survey data. This data shows that 63% of teachers understand how to differentiate instruction for AIG students, but only 53% of parents feel that the district uses challenging, rigorous, and relevant curriculum and instruction to accommodate the needs of the AIG students. Due to this survey data, this will be a focused practice for our district.

Goals: AIG specialists and classroom teachers will collaboratively adapt the NC Standard Course of Study to address the needs of advanced learners in language arts, mathematics, and other content areas as appropriate through the use of differentiation, enrichment, extension, or acceleration.

Description: -AIG specialists and classroom teachers will use interest inventories and learning style inventories to gather data about AIG students to enhance services and instruction.

-Collaborative planning will continue with AIG specialists and other stakeholders in the AIG students' education.

-All gifted education students will have Differentiated Education Plans (DEPs).

-High school students have the opportunity to take Honors and Advanced Placement Courses.

-High school teachers and counselors will be offered professional development opportunities for meeting the academic needs of gifted learners.

-Demonstration by Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

Planned Sources of Evidence: -Interest Learning Profile/Summary

-Differentiated strategies based on inventories

-Differentiated Education Plan

-Collaborative planning minutes

-List of senior projects

-List of React/Comet Time courses

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 Focused Practice for 2013-2016.

Rationale: Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and, therefore they require differentiation in the curriculum and enrichment opportunities. When an appropriately differentiated education is provided, children who are gifted or show potential, thrive in school. Based on our survey results, 78% of parents feel like their child's academic needs are being adequately met and are appropriately challenged in the classroom. In addition, the survey results show that 77% of classroom teachers provide enrichment and acceleration in their classrooms; however, only 63% of teachers understand how to differentiate. The obvious discrepancy supports making this a focused practice.

Goals: AIG specialists and classroom teachers will collaborate to provide 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.

Description: AIG specialists participate in collaborative grade-level team meetings with teachers to enrich, extend, and accelerate the curriculum for gifted students. Diverse and effective instructional practices include, but are not limited to:

- Advancement Via Individual Determination (AVID)
- North Carolina Virtual Public School
- Advanced placement courses
- Honors level courses
- Small learning communities
- Subject advancement
- Subject acceleration
- Independent study
- Project-based learning
- Provide differentiated and higher level resources
- Extension and enrichment of classroom material

The service options will also include curriculum compacting, flexible grouping, cross-class grouping, whole grade acceleration, subject acceleration, and early entrance into Kindergarten. Service options for gifted students and capable and motivated students will offer a variety of enrichment options. Demonstration by Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

Planned Sources of Evidence: -Students' schedules

- Students' transcripts
- Iowa Acceleration Scale
- Minutes/communication from collaborative meetings
- Unit and lesson plans

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: Currently, research-based resources are being utilized K-12 to augment curriculum and instruction for AIG students. Classroom teachers are provided professional development regarding implementation of resources.

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

Description: AIG specialists will continue to implement current instructional practices to foster collaboration with classroom teachers, ensuring differentiated needs are being met. AIG specialists will review the service delivery options in the schools with a program review that consists of methods of differentiation.

The Junior Great Books Program may be used in grades K through 8 to cultivate potential through small group inquiry-based discussions around complex text.

AIG specialists may offer Jacob's Ladder selections to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change.

AIG specialists may facilitate the development of independent projects for identified students in 4th and 5th grades.

Asheboro City Schools will host the spelling bee. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.

Middle school students may participate in MATHCOUNTS. The purpose of MATHCOUNTS is to secure America's global competitiveness. MATHCOUNTS inspires excellence, confidence, and curiosity in U.S. middle school students through fun and challenging math programs.

High school online courses, advanced placement courses, and honors courses are acceleration options available. Parents may also wish to seek accelerative opportunities beyond the school setting in order to accommodate an individual student's need that cannot be met in traditional school

settings.

Math, Science, and Technology Fairs are offered to develop higher intellectual skills in mathematics and science.

Planned Sources of Evidence: -Students' schedules

- Portfolios and/or pictures of projects
- Lesson plans
- Schedules of AIG specialists
- Attendance rosters

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: Asheboro City Schools has many initiatives in place to foster the development of 21st century content and skills like a long range technology plan, our district strategic plan, and commitment to the common core. These initiatives and others infuse the following: 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. Because these initiatives are in place, this will be a maintained practice.

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

Description: Collaboration between AIG specialists and stakeholders will continue around professional development and differentiated activities related to fostering 21st Century skills. Practices may include:

- Grades 4-5: Expert Projects and/or Independent Projects
- Grades 6-8: Science Fair
- Grades K-12: Math Fair and Technology Fair
- Geography Bee
- AVID
- Asheboro High School small learning communities

- North Carolina Virtual Public School
- Blue Comet Academy
- Middle School Electives
- Senior projects
- Career guidance consistent with their strengths and assistance in making appropriate college choices.

AIG specialists may also use appropriate technologies to create a learning environment that supports research-based best instructional practices, various cooperative learning activities in school and extracurricular activities. Independent projects and differentiated assignments provide multiple opportunities for students to realize this goal.

Planned Sources of Evidence: May include:

- Students' schedules
- Portfolios
- Unit/Lesson plans
- Professional Development Documentation
- Attendance rosters
- Schedules of AIG specialists

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on survey data, 100% of principals agree that AIG specialists and classroom teachers collaborate for the differentiated needs of their students. This is based on data from formative and summative assessments which serve as tools for meeting individual student needs. AIG specialists meet during collaborative discussions to share strategies based on data.

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

Description: AIG specialists and classroom teachers review individual student progress incorporating multiple assessments (test data, student survey, performance assessment, and portfolio). AIG specialists and classroom teachers collaborate on the following data to meet needs of students:

- Classroom instruction and differentiation based on Summative and Formative Assessments.
- District Benchmark Assessments
- Lexile Score in reading /Scholastic Reading Inventory
- Response to Instruction Assessment Data
- Cognitive Abilities Test
- Iowa Test of Basic Skills

-Reading 3D data

Planned Sources of Evidence: -Benchmark data

- Standardized test scores
- Lexile scores
- Data sheets from assessment wall meetings
- Progress monitoring data collection

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. We have limited curricular and instructional practices which support the social and emotional needs of AIG students. Currently, 45% of teachers indicated they understand how to meet the social and emotional needs of AIG students and 24% of teachers indicated the school's counseling department includes programs to meet the social and emotional needs of gifted students. This survey data drove the selection of this focused practice.

Goals: Children who are gifted have some unique social needs and may feel "different" from other children of their age, experience, and environment; therefore, they may need access to appropriate counseling and support to assure their affective well-being. Asheboro City Schools will offer staff development for regular education teachers and counselors in meeting the social and emotional needs of the gifted students.

Description: Gifted students will be provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation.

By increasing collaboration with counselors and AIG specialists, the continuum of service options will be extended through staff development delivered within individual schools. AIG specialists will deliver staff development entitled "Services that Meet Social and Emotional Needs of Gifted Children to stakeholders".

9th graders will participate in Blue Comet Academy which fosters abilities, readiness, and interests, utilizing learning profiles. This freshman seminar class assists with the transition to high school, strengthens organizational and study skills, and builds strong relationships with teachers.

Planned Sources of Evidence: -Staff meeting rosters

- Meeting agendas
- Counselor schedules
- Cluster Rosters

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 Focused Practice for 2013-2016.

Rationale: The early educational experiences of potentially gifted students help to shape their learning habits; therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is cultivated and developed. A cultivating education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district believes in cultivating and developing the potential of young gifted students.

Goals: The AIG specialists and classroom teachers will collaborate to cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies, differentiated curriculum and instruction.

Description: The AIG specialists collaborate with the regular classroom teachers to aid in differentiation.

Cultivating components may include:

- Project U-STARS~Plus (Using Science Talents and Abilities to Recognize Students~Promoting Learning in Underserved Students)
- Primary Educational Thinking Skills (K-3)
- Junior Great Books
- Learning activities at Mt. Shepherd for all third graders (field trip)

Asheboro City Schools participates in Project U-STARS~PLUS to facilitate the recognition and cultivating of outstanding potential in typically under-served populations at the elementary level.

Collaboration between the AIG specialists and regular classroom teachers facilitates Junior Great Books. The Junior Great Books program is used to cultivate potential through small group inquiry-based discussions.

PETS (Primary Education Thinking Skills) is a systematized enrichment and diagnostic thinking skills program suitable for Kindergarten through the primary grades and is used in Asheboro City Schools. PETS aligns to the higher levels of revised Bloom's Taxonomy.

Mt. Shepherd is a day filled with science and nature activities led by volunteers and teachers for all 3rd grade students in Asheboro City Schools. The activities correlate with the North Carolina Essential Science Standards.

Planned Sources of Evidence: -Teachers' Observation of Potential in Students (TOPS)

- Student/teacher evaluation of Mt. Shepherd event
- Portfolios

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: Collaboration among AIG specialists and other staff is consistently implemented in each school. Survey data reveals that 100% of principals feel that AIG specialists and classroom teachers collaborate with each other concerning differentiation for AIG students.

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

Description: AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

AIG specialists collaborate with other key personnel in delivering gifted education programming services and understand the importance of collaboration in delivering quality services for gifted learners in the classroom. This includes:

- Planning as a team to locate resources and materials to augment differentiated curriculum and to supplement independent study opportunities for individual students.
- Collaborating with counseling personnel in implementing intervention strategies for at-risk gifted students.
- Participating in the gathering of information that can be used to evaluate the gifted education program.

This collaboration between AIG specialists and classroom teachers includes but is not limited to:

- Grade level collaborative planning meetings and vertical planning meetings
- Integrated Reading, Math, and Technology Trainings K-5
- Response to Instruction Assessment Wall Data meetings
- Monthly AIG Specialists meetings

Planned Sources of Evidence: -Minutes of meetings
-Student achievement data from Assessment Wall meetings
-Attendance rosters

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: Asheboro City Schools identifies students as academically/intellectually gifted in reading and math (K-5) and language arts and math (6-12). We develop and document 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.

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

Description: Individual/Differentiated Education Plans are developed annually for all AIG students. Individual/Differentiated Education Plans are reviewed mid-year. Each school's Needs Determination Team meets annually to review individual AIG student performance data.

Planned Sources of Evidence: -Minutes of meetings
-Student data
-Attendance rosters
-Student DEP's

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 Maintained Practice for 2013-2016.

Rationale: Asheboro City Schools currently employs four full-time AIG-licensed gifted education specialists. These individuals serve the eight schools in the district where they collaborate to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The Director of Exceptional Education Programs for Asheboro City Schools serves as lead coordinator for the district.

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

Description: It is important to select key personnel to work with gifted students. All AIG specialists serving in Asheboro City Schools possess AIG licensure. The AIG program is a component of the overall educational curriculum. Therefore, the implementation and monitoring of the plan will be a collaboration between all district level and school level administrative leaders, the AIG specialists, and the AIG program coordinator. Together they will:

- Implement procedures for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Select or hire qualified personnel to serve AIG students, monitor and evaluate their effectiveness in delivering differentiated curriculum and instruction, and encourage qualified applicants who do not possess AIG licensure to seek this opportunity through a district-funded program.
- Implement a comprehensive, ongoing professional development plan for all key personnel who work with gifted learners.
- Articulate the roles and responsibilities of all persons working with AIG students.

Planned Sources of Evidence: -Sign-in sheet from monthly AIG meetings

- Schedules of AIG specialists
- Documentation of AIG licensure held by AIG specialists

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: Asheboro City Schools strives to implement current best practices defined in the field of gifted education to provide appropriate services that address the academic, intellectual, social, and emotional needs of gifted learners. Survey data showed that 63% of parents indicated their child's academic needs were being met, while 55% of teachers surveyed agree that they understand how to meet the special learning needs of AIG students. Only 43% of teachers agreed that they understand how to meet the social and emotional needs of gifted students. Therefore, AIG licensed specialists must continue to work closely with teachers, school counselors, administrators, and other stakeholders to support them in addressing the academic, intellectual, social, and emotional needs of this population.

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

Description: AIG specialists will collaborate with and provide support for classroom teachers to meet the academic and intellectual needs of gifted learners. Supports provided may include face-to-face or online professional development opportunities, modeling, co-teaching, common planning sessions, distribution of resources/materials, or small group pullout.

AIG specialists will collaborate with school counselors to monitor and address the social and emotional needs of gifted learners. In the 2012-2013 school year, the AIG specialists conducted professional development on this topic with all elementary and middle school counselors. This not only ensured that district counselors have the knowledge and awareness needed to address the social and emotional needs of gifted learners, but also helped ensure that a common mission and philosophy existed between AIG specialists and counselors. Through this collaboration, both parties can determine the most appropriate way to support gifted learners socially and emotionally at each school, as well as the best way to support teachers in addressing these needs.

AIG specialists and school administrators will collaboratively address topics to support the academic, intellectual, social and emotional needs of gifted learners that may include appropriate clustering and placement options, appropriate enrichment opportunities, the determination of the types of professional development opportunities provided, or ideas for the future of the AIG program at each site.

AIG specialists support, plan, promote, and implement a range of diverse programs and activities to address the academic, intellectual, social, and emotional needs of gifted learners in the school district which may include the following:

- Spelling and Geography Bees
- Math, Science, and/or Technology Fairs
- Junior Great Books
- Independent Projects
- Mt. Shepherd Field Trips

Planned Sources of Evidence: •AIG Specialists' Schedules

- AIG Cluster Rosters
- Record of parent/teacher/student conferences attended

- Grade level/subject area meeting minutes
- Vertical team meeting minutes
- PowerPoint used in social and emotional needs staff development
- PowerPoint presented to teachers at beginning of the year faculty meeting
- List of Spelling Bee participants
- List of Geography Bee participants
- List of Math Fair participants
- List of Science Fair participants
- List of Technology Fair Participants
- Shared Inquiry assignments, grades, or student work samples
- Pictures from events

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 Focused Practice for 2013-2016.

Rationale: Survey data indicates only 24% of certified staff felt there were adequate opportunities for staff development in the area of AIG services. Survey data indicated that certified teachers want/need in-service training on the following topics, listed in order of most commonly requested:

- Differentiation
- Acceleration
- Teaching Strategies
- Student Social and Emotional Needs
- Special Populations (Twice Exceptional, Economically Disadvantaged, LEP, etc)

Survey data indicated the following five topics as possible in-service training options selected by the principals:

- Differentiation
- Teaching strategies
- Acceleration
- Curriculum Compacting
- Underachievement

Goals: To establish specific and appropriate professional development opportunities for all personnel involved in AIG programs and services.

Description: AIG specialists will provide and participate in professional development in the field of gifted education to afford knowledge and implementation of current and best practices. Staff development may:

- be offered at various times throughout the year
- be offered at the grade level, school, or district level
- be offered by content area
- be differentiated for a target audience: novice, proficient, advanced
- be required for teachers with the AIG cluster of students
- be optional to address the needs of teachers who wish to go above and beyond

Professional development opportunities related to gifted education may be delivered via the following methods:

- Online trainings
- Webinars
- Face-to-face workshops
- Through Piedmont Triad Education Consortium
- Through UNC-P (AIG add-on licensure course work available free of charge through the school district)

Planned Sources of Evidence: -Roster of staff development participants

- When applicable, students' work samples created as a result of strategies learned during staff training
- Professional development materials
- Documentation of professional development attended by AIG Specialists

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 Focused Practice for 2013-2016.

Rationale: Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs. Currently 34 employees of Asheboro City Schools hold an AIG add-on licensure. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

Goals: Asheboro City Schools will increase the number of classroom teachers who have earned an AIG add-on licensure and will offer professional development concerning the needs of gifted learners that is ongoing and comprehensive.

Description: It is important to select key personnel to work with gifted education students. We understand that gifted learners are entitled to be served by professionals who have specialized preparation in gifted education, expertise in developing appropriately differentiated content and instructional methods, ongoing professional development, and exemplary professional/personal traits. AIG licensure is only available through accredited colleges and universities. To encourage teachers to seek AIG licensure, Asheboro City Schools has partnered with The University of North Carolina at Pembroke to offer the required courses in a cohort format. The tuition costs of participating in this program are covered by the school district for five employees each year, and course work can be spread out over a two year period.

Local professional development opportunities will be provided on a yearly basis to ensure that teachers working with AIG students who do not have an add-on license can meet the requirements for that position.

Completion of the professional development trainings in gifted education or AIG licensure is expected of all teachers serving AIG clusters. Documentation of appropriate classes, trainings, experience, or workshops in designated subject area(s) may also serve in qualifying an individual to serve the gifted population.

Planned Sources of Evidence: -Class rosters for teachers with AIG cluster of students
-List of licensed AIG personnel
-Sign-in sheets from AIG professional development
-List of teachers enrolled in AIG add-on licensure courses through UNC-Pembroke

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Only 24% of certified staff felt there was adequate opportunities for staff development in the area of AIG services. Therefore, aligning professional development with needs of gifted students is a focus.

Goals: Our goal is to align AIG staff development with program goals and district initiatives.

Description: Professional development opportunities are essential in providing teachers and administrators with the knowledge and skills needed to appropriately serve AIG learners. To make professional development more efficient and effective for staff, efforts will be taken to align AIG professional development with district initiatives that reflect local program goals.

The district strategic plan, individual school improvement plans, and close collaboration with central office personnel will drive the selection, content, timing, and format of professional development offerings.

Planned Sources of Evidence: -Rosters of relevant district professional development trainings
-Rosters of district mini-conference sessions
-Roster of Piedmont Triad Education Consortium staff development participants
-Roster of UNC-Pembroke AIG add-on licensure participants

Other Comments: Additional resources needed include:

- Leaders to conduct trainings
- Time in school calendar to offer trainings
- Supplies and materials
- Stipends for teachers for summer staff development

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 Asheboro City Schools' Strategic Plan aligns district professional development with state and national standards and best practices in gifted education.

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

Description: AIG specialists, teachers, and administrators receive ongoing training relating to 21st Century skills, the implementation of Common Core Standards, and the NC Essential Standards. Asheboro City Schools builds professional development days into the district calendar to ensure that an appropriate amount of time is allotted to building and refining skills in these areas. Staff members are also encouraged to participate in professional development opportunities relating to 21st Century skills, the Common Core, and the NC Essential Standards sponsored by both the school district and NC DPI during the summer.

Planned Sources of Evidence: -Rosters of staff development
-Copies of unit/lesson plans aligned with state and national standards

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: AIG specialists collaborate on a weekly basis with grade levels, teams, or subject area teachers. During collaborative planning time, AIG specialists have the opportunity to work with other

teachers to plan, implement, and discuss best practices.

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

Description: Staff will plan, implement, and refine skills obtained from AIG staff development. Middle and high schools have weekly collaborative planning meetings, weekly team meetings, monthly vertical team meetings, and monthly faculty meetings in which the AIG specialists may participate. Elementary schools have daily or bi-weekly grade level planning, monthly district grade level planning sessions, and Assessment Wall meetings in which the AIG specialists may participate. AIG specialists for the district also meet together at least once a month to plan, implement, and refine applications of professional development learning.

Planned Sources of Evidence: May include:

- Minutes from Collaborative Planning meetings
- Minutes from team meetings
- Minutes from Vertical Team meetings
- Minutes or data from Assessment Wall meetings (elementary schools)
- Units/Assignments created collaboratively during planning
- Student work samples reviewed or discussed during planning

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 Focused Practice for 2013-2016.

Rationale: Children who are gifted form a diverse group with a variety of needs that require a range of service options. According to the survey, only 45% of teachers indicated they understood how to meet the social and emotional needs of AIG students. 62% of parents felt the AIG program contributed to their child's academic growth but only 44% of parents agreed that their child's social and emotional needs are addressed through the guidance program or counseling. Therefore, we will focus on meeting the social and emotional needs of gifted learners while continuing with our comprehensive academic and intellectually gifted program. Additional focus may be given to providing support to 9-12 grade students as AIG standards require specific programming services beyond self-selected academic classes.

Goals: In order to meet the social and emotional needs of gifted learners, K-12 school counselors and AIG specialists may collaborate to provide additional support as needed to teachers, administrators, parents and/or individual students or groups of students.

Description: AIG specialists may enlist the help of K-12 school counselors to address the social and emotional needs of AIG students. AIG specialists may provide professional development support to school counselors, teachers, parents, students and/or administrators that may include specific meetings, book studies, articles and websites, etc.

Asheboro City Schools may continue to provide a variety of programming services K-12 for gifted learners including cluster group options, special pull-out classes, small learning communities, mentorships, dual enrollment, special counseling services, etc. to address students' academic and psychosocial needs.

Planned Sources of Evidence: May include:

- Enrollment in North Carolina Virtual Public High School
- Enrollment in North Carolina Governor's School
- Enrollment in Asheboro High School Small Learning Communities
- Enrollment in Blue Comet Academy for high school freshman
- Enrollment in AP/Honors courses

- Enrollment in courses with cluster groups
- Agendas/notes from counseling sessions with students
- Agendas and resources from professional development with school counselors, administrators and/or teachers
- Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- Attendance data from DEP and other AIG meetings including parents, students, teachers, administrators and/or counselors

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: It is important for all aspects of the Academically and/or Intellectually Gifted Program to reflect the vision and mission of the AIG program as well as the vision and mission of Asheboro City Schools. Our program focuses on a philosophy that students should demonstrate annual growth in achievement in reading and mathematics – "a year's worth of growth for a year's worth of school". This means that high-performing students, like all other students, must continue to make academic progress from year to year. Gifted students will need challenging new learning opportunities each year in order to continue their academic growth.

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

Description: The Asheboro City Schools Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2013 - 2016 Strategic Plan and individual School Improvement Plans. (See attachment 8 for Standard 4B)

AIG services are determined by students' area(s) of identification. Service options are also aligned with the individual school's improvement plan. We will continue to align the AIG program and services with each area of AIG identification, goals of the program, and resources of the LEA as a maintained practice.

The following list includes some of the system initiatives linked to meeting the needs of gifted students:

- Long-Range Technology Plan
- Advancement Via Individual Determination (AVID)
- Advanced Placement Courses
- Accelerated Classes
- College and Career Readiness Opportunities

- Focus on Multiple Forms of Student Assessment
- Blue Comet Academy
- Asheboro High School Small Learning Communities
- CTE Offerings
- .Cluster Grouping
- .Collaborative Planning
- .Project Based & Problem Solving Learning Opportunities

Planned Sources of Evidence: May Include:

- Differentiated Education Plans
- Mentoring Math Minds
- Advanced Placement and Honors Courses
- Junior Great Books & Jacob's Ladder materials
- Asheboro High School Small Learning Community rosters
- Blue Comet Freshman Academy roster
- North Carolina Virtual Public School roster
- Middle School Language Arts and Math Clusters
- Elementary Subject Area Cluster Grouping
- Collaboration with Teachers, Counselors, Administrators, and Parents
- Copies of Pacing/Curriculum Guides/Lesson plans
- AIG Data Spreadsheets
- Assessment Data

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 Maintained Practice for 2013-2016.

Rationale: Services for children who are gifted must be part of an overall educational program that supports excellence for all students. This "excellence" must include opportunities for advanced students. The AIG program integrates and connects with the total instructional program of the LEA by providing numerous system-wide initiatives that are connected to meeting the needs of gifted students. We will continue to maintain this practice.

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

Description: The AIG specialists collaborate and consult with the regular classroom teachers to deliver services that are integrated with the instructional programs of the district. The Asheboro City Schools Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. We will continue to deliver AIG services that are integral and connected to the total instructional program of the LEA in policy and practice.

Planned Sources of Evidence: May Include:

- Accelerative options
- Career Development
- Diverse Student Assessment Practices
- Blue Comet Academy
- Asheboro High School Small Learning Communities
- Long-Range Technology Plan
- Mentoring Math Minds
- Advanced Placement and Honors Courses
- Junior Great Books & Jacob's Ladder materials
- North Carolina Virtual Public School
- Middle School Language Arts and Math Clusters
- Portfolios of student work
- Student transcripts
- Subject Pacing Guides
- Class Rosters
- Team planning minutes
- Collaborative Conversation minutes
- Lesson/Unit plans

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: According to survey data, 100% of administrators agree that the AIG specialist and classroom teachers collaborate, while only 44% of teachers agree they collaborate with the AIG specialist to develop and implement differentiated curriculum, instruction, and services for AIG students. Because of this discrepancy, we will expand our communication and collaboration efforts.

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

Description: AIG specialists will continue to inform all stakeholders about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan through various methods and forums. AIG specialists will advocate for and communicate the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners in various ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, and communicating with other consultants regularly.

Planned Sources of Evidence: May Include:

- Monday Musings

- Professional Development Notes/Agendas
- School and District Newsletters
- Board Briefs
- School Website
- U-Stars~Plus staff development
- Collaborative Planning Meetings
- Needs Determination Team records
- DEP forms
- Brochures on service delivery options
- AIG Executive Summary on ACS Website
- Public forums
- Annual AIG Program Plan Review at staff meetings
- Reports from Power School and local AIG database
- Student transcripts
- Student data

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 Focused Practice for 2013-2016.

Rationale: There is a need for ongoing communication between stakeholders in key transition years, 5th to 6th and 8th to 9th, to ensure an effective continuation of K-12 AIG services in Asheboro City Schools. Due to the need to provide additional supports to both the AIG students and the staff who serve the AIG students at the high school level, this will be a focused practice.

Goals: In order to increase communication among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points, AIG specialists will collaborate to provide additional support to teachers, administrators, school counselors, parents and/or individual students, or groups of students.

Description: AIG specialists will monitor and continue communication in ways that may include revisiting the Differentiated Education Plan form and identification process, tracking specific data, communicating with other district consultants regularly, confirm appropriate scheduling by reviewing AIG students' schedules, and district Needs Determination Teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services. AIG specialists may provide various opportunities for all stakeholders to increase their awareness of the unique expectations and services available at the elementary, middle school, and high school levels yearly.

Planned Sources of Evidence: May include:

- Power School and local AIG Database
- Student Schedules
- Student Data

- Needs Determination Team attendance roster in elementary and middle schools and at district level
- DEPs
- Public forum to review AIG District Plan
- AIG Program Plan reviewed annually at school staff meeting
- List of AIG students and their services at transitioning points
- Minutes and/or agendas of meetings
- Professional Development notes
- Collaborative planning notes

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: Collaboration and involvement among the total school community must occur in order to provide AIG students with differentiated programming and services. According to survey data, currently 100% of principals agree that AIG specialists and classroom teachers collaborate to provide differentiation within the classroom community. 82% of teachers responded they differentiate lessons on a regular basis and 87% responded they employ diverse and effective instructional practices to address a range of learning needs. Because of this positive data, this will be a maintained practice.

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

Description: AIG specialists and teachers will continue to meet to discuss differentiated programming and services for students through collaborative planning meetings. AIG specialists may expand communication and collaboration efforts with stakeholders including community, parents, administrators, and counselors using various methods to ensure collaboration and involvement among all stakeholders to provide differentiated programming and services for AIG students. Implementation may include:

- Developing effective ways to communicate with school personnel and to disseminate information regarding major policies and practices in gifted education.
- Articulating and supporting the roles and responsibilities of regular education teachers in the delivery of services to AIG students.
- Providing consultation, collaboration, and staff development services in gifted education for teachers, administrators, and counselors in the general education program.
- Identifying programming services using district and state guidelines.
- Collaborating between the gifted education specialist and classroom teacher in nominating students

for gifted education programming services.

- Developing and implementing differentiated curriculum using instructional strategies that support inquiry, self-directed learning, collaboration, metacognition, and other appropriate modes of learning.
- Implementing differentiation strategies for modifying existing curriculum to meet the academic needs of gifted learners.
- Compacting the core curriculum for gifted students so that learning experiences are developmentally appropriate for their needs, interest, and abilities.
- Implementing the Demonstration by Mastery Guidelines from DPI to create additional acceleration opportunities for middle school students.
- Collaborating to apply curricular and instructional modifications and adaptation to academic lesson plans to develop rigorous and challenging curriculum for advanced learners.
- Using a variety of teaching and learning patterns: flexible grouping, large and small group instruction, teacher and student-directed learning, and opportunities for independent study and/or accelerative placement.
- Use of performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Involvement with other key personnel who provide services to gifted learners, including classroom teachers, counselors, gifted education coordinator, content area specialists, special education teachers, English as a Second Language and Limited English Proficient (LEP) teachers, and curriculum directors to support and advocate for continuous programming services for gifted learners.
- Modeling techniques and coaching others in the use of instructional methods and content modifications.
- Providing direct services to students within the regular classroom setting or in small group settings.
- Providing indirect services to students through collaboration with regular education teachers.
- Fostering respectful and beneficial relationships between families and educational professionals.
- Disseminating and communicating information regarding the AIG program activities.
- Networking with curriculum committees to advocate for the acquisition of advanced materials and resources.
- Advocating for appropriate support and services for all AIG students.

Planned Sources of Evidence: May Include:

- Collaborative Planning meeting minutes
- Vertical/Grade Level/Staff Meetings

- DEPs
- Professional staff development
- Student data
- Student transcripts
- Research on current education and AIG best-practices
- Lesson/unit plans and student work samples
- Pacing/compacting/acceleration guides
- Emails, phone records, websites, newsletters, and other forms of communication

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: Survey data indicates that only 43% of certified staff felt they understood how to meet the social and emotional needs of AIG students. In addition only 57% of administrators and 44% of parents felt the social and emotional needs of gifted students are addressed through their school's counseling department. Therefore, there is a need to focus on addressing the social and emotional needs of AIG students through collaboration with key personnel.

Goals: AIG specialists may collaborate with K-12 students, school counselors, teachers, administrators, and parents to understand and meet the social and emotional needs of AIG students in various ways. AIG specialists may develop and implement professional development for stakeholders in a variety of ways. K-12 school counselors may provide counseling and guidance services specifically designed to address the unique needs of AIG students, and provide information and support to parents, teachers and administrators.

Description: The Asheboro City Schools' school counselors and AIG consultants will collaborate to provide additional support, as needed, for individual students or groups of students. Gifted students will be provided additional assistance coping with their heightened sensitivity, perfectionism, peer relationships, situational stressors, and college and career planning. Asheboro City Schools has special education staff and a memorandum of agreement with a local mental health private provider (if needed) for gifted students with intensive emotional or behavioral difficulties related to learning disabilities, depression, underachievement, ADHD, or other symptoms that require extra support or intervention. In addition, AIG specialists will share information on the social and emotional needs of AIG students to parents at parent meetings. The Asheboro City Schools' gifted specialists, in collaboration with other parent sponsored initiatives, will offer parent information concerning social and emotional needs of their gifted children. Asheboro City Schools will continue to survey both students and parents. Questions related to social and emotional issues will be asked in order to gather data in this area. This information will be used to expand the staff development and parent workshop topics.

Service options for gifted students include differentiated guidance services which target support and interventions for common concerns that specific groups of students share. As part of the differentiated program of counseling services, guidance personnel work collaboratively with the classroom teachers, gifted specialists, and administrators to support students' optimal learning and adjustment. The team will work collaboratively in a proactive approach to prevent social and emotional difficulties.

Planned Sources of Evidence: May Include:

- Staff Development for various stakeholders
- Research on social and emotional needs of gifted students
- Communication with parents in various ways
- Continued offerings of courses for AIG certification which includes coursework in social and emotional needs of the gifted.
- Increased involvement of K-12 counselors specifically with AIG students
- Collaboration between K-12 counselors, AIG specialists, and other stakeholders
- Lesson/unit plans with social/emotional focus
- Targeted learning groups of AIG students in various settings and for various purposes

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 Focused Practice for 2013-2016.

Rationale: Children who are gifted learn at a faster rate and come to class with a higher level of base knowledge than other children. Therefore, they can often move through the curriculum at a developmentally appropriate accelerated pace. Because of their different learning and social needs, children who are gifted require time with like-minded and ability peers in order to establish relationships and facilitate growth. They may also require an alternate or compact academic course of study in order to facilitate learning growth. Due to updates in the Asheboro City Schools' Strategic Plan and the State Board of Education's Acceleration Policies, our acceleration procedures need to be updated accordingly. Therefore, this will be a focused practice.

Goals: AIG specialists may develop and implement professional development, provide support, and offer services to teachers of AIG students in order to create appropriate accelerative instructional and learning options. AIG specialists may also collaborate with key stakeholders to determine accelerative placement options for K-12 gifted learners.

Description: Service delivery options may include: (See Attachment 9 for Standard 4H)

Flexible Pacing Options: Flexible pacing is any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills.

In-Class Flexible Grouping: Students in each class are assigned to a small group for instruction. These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

Cross-Grade Flexible Grouping in Specific Subjects: Depending on their skill level and performance, students are grouped within the school for specific subjects and/or purposes.

Learning Environment – Instructional grouping can be flexible – within and between individual classrooms or within and between teams/grade levels, enabling students to move in and out of groups based on their needs and performance.

Cluster Grouping within a regular class: A cluster group of gifted students (4 to 8 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. This is an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured.

Cross Team/Subject Grouping with Collaboration: Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative Options: Based on student(s) needs which may be recognized by teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and/or interview with parents and students.

Cluster Grouping within Teams: Students are assigned to teams heterogeneously. The academically able students within each team are reassigned to one or more teachers for a specific block of instructional time. Placement within this group is flexible, based on student performance, and teams meet on a regular basis to review student progress.

Resource Pull-Out: Resource pull-out classes offer enrichment and instructional opportunities in writing, technology, public speaking, and advanced topics in math and independent projects. This can be a small group of students with a need for enrichment and/or differentiation in an area.

Advanced Placement/CTE Courses: Advanced and CTE courses to earn high school and/or college level credit and/or certification may be offered so that able students can accelerate their program of study.

Subject Advancement: Based on student(s) needs which may be recognized by in various ways, students may test out and bypass specific subjects or skill levels. The State Board of Education's Acceleration Policy on Credit By Demonstrated Mastery (CDM) may be included in this option. Care must be taken that once begun, such acceleration opportunities continue to be made to these students.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of

promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration.

Planned Sources of Evidence: May Include:

- Student schedules
- Lesson/unit plans
- Student work samples
- Compacted curriculum, pacing guide, course syllabus
- Class rosters
- Student Assessment Data
- Interview(s) with parent and student
- Various acceleration guidelines for courses/schools/district/state

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: Some children who demonstrate giftedness may not be traditionally identified as gifted. This may be particularly true of students from under-served populations (low socio-economic, English Language Learners, highly gifted, minority groups, and twice exceptional). For these students, additional consideration is needed to offer opportunities for identification and intentional, strategic support to promote success once identified. Asheboro City Schools implements a variety of practices to support traditionally under-represented AIG populations. This will continue as a maintained practice.

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

Description: AIG specialists may continue to research, develop, advocate for, and implement various intentional identification methods, services and support to traditionally under-represented AIG populations.

Planned Sources of Evidence: May Include:

- TOPS forms (for K-5 students)
- List of completed USTARS experiments/reflections for K-3 students
- Student data
- Class rosters/schedules/intentional placement and/or groupings
- Collaboration with k-12 counselors
- DUKE Tip participation
- Advancement Via Individual Determination (AVID)
- Current best-practice research for underserved gifted populations

-Various forms of communication documenting advocacy and support for underserved gifted populations

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: Currently, our LEA offers a variety of extra-curricular programs and events that enhance and further develop the needs and interest of AIG students. As a maintained practice, we will continue to offer a variety of extracurricular programs and events for elementary, middle, and high school levels.

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

Description: Many enrichment/talent development opportunities are available to students. Access to these options is based on student interest, motivation, teacher recommendation, and the ability of the student to complete required prerequisites for participation if applicable. Choices will vary within each school each year. The school planning team will develop, implement, and communicate the options to staff, students, and parents in collaboration with AIG specialists.

List of possible options:

Elementary School:

- Geography Bee
- Web Technology
- Speaking Day
- Literature Circles
- Expert Project
- News Show
- Vocabulary Challenge
- Duke TIP
- Poetry Tea
- Biography Tea
- K-3 Grade Family Science Packs
- Spelling Bee
- Third Grade Science Day
- Seminars
- Family Math Night/Technology

Middle School:

- Math Fair
- Science Fair
- News Show

Battle of the Books
Foreign Language
Geography Bee
Junior Great Books
Duke TIP
Student Government
Envirothon
Debate
Beta Club
Project Based Learning
Socratic Seminars
Spelling Bee
Job Shadowing
Yearbook Staff
Math Counts
Extracurricular clubs

High School:
National Honor Society
Art Club
ASHE-HI-CHAT
ASHE-HI-LIFE
Park Street Players
Youth Leadership Programs
Contests/Competitions
International Club
Quiz Bowl
J-ROTC
Fellowship of Christian Athletes
Governor's School
Governor's Page
SAT Preparation
Science Olympiad
Health Occupations Student Organizations
Service Projects
Key Club
Spanish Club
French Club
Latin Club
Mock Trial Team
Student Council
Teacher Cadets
Teenage Republicans
Interact Club
Internships in Community

Planned Sources of Evidence: May Include:
-Individual school web pages

8/7/2013

- Student interest/feedback
- AIG brochures
- Duke Tip brochures
- Informational letters
- Partners for the Advancement of Gifted Education (PAGE) organization collaboration
- Event rosters
- AIG specialist web pages
- Enrichment trip opportunities
- Posted school offerings of enrichment opportunities in newsletters, parent letters, announcements, emails, phone calls, parent nights, open house, report card pickup and other forms of communication

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 Focused Practice for 2013-2016.

Rationale: This is a focused practice because survey data indicates that 51% of parents agreed that the district partners and communicates with parents/families to ensure that the most appropriate services for AIG children are provided. 17% of parents indicated they were "Not Sure" and 25% of parents disagreed. Teacher survey data indicated that only 31% of teachers agreed with the statement that they partner with parents/families to ensure that the most appropriate services to meet the AIG students' needs are available. 24% of teachers indicated they were not sure and 19% disagreed with this statement.

Goals: Asheboro City Schools staff will increase their partnerships and communications with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social and emotional needs of AIG students are provided.

Description: AIG specialists and school level personnel, in collaboration with the Exceptional Child Services Program Director, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG Plan will be located in each school. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited via multiple formats (email, letters, phone calls, etc.) to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress.

Information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues. The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children. (See attached Standard 5A-Attachment 10 for description of commitments and activities of the PAGE organization).

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets, automated telephone messages, newsletters, Professional Development Notes, and school websites.

Our LEA networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, and business and industry on behalf of gifted learners. Networks may include but are not limited to the following methods:

- Create communication vehicles that explain the programming services available to AIG students (as stated above).
- Locate a variety of resources to share with parents to support their gifted children at home.
- Develop activities to encourage parental and community involvement in the education of the gifted.
- Participate in professional organizations related to gifted and talented education to inform the school district of best practices.

Planned Sources of Evidence: -Websites of AIG specialists and teachers with the AIG cluster

- Minutes from AIG Advisory Board meetings
- Copy of Differentiated Education Plan/Individual Differentiated Education Plans
- Sign-in sheets from trainings and events sponsored by PAGE
- AIG brochures for elementary and middle schools
- Monday Musings electronic district newsletter
- Roster of AIG informational meetings

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: This will be a maintained practice since 2013 Survey data indicates that 72% of parents responded they are aware of the district's 2010-2013 AIG plan. 61% of parents responded they are aware of student and parental rights with respect to AIG policies, procedures, and practices. 78% of parents indicated they are given the opportunity to review the documentation (i.e. Differentiated Education Plan) regarding the identification process and service options for their child.

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

Description: The Exceptional Education Program Director, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Exceptional Education Program Director, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference,

student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows.

The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children. (See Standard 5a, Attachment 10 for description of commitments and activities of PAGE organization).

The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership will provide information through the automated telephone messages, CONNECTIONS Newsletter, Professional Development Notes, school websites, and Monday Musings.

Planned Sources of Evidence: -Sign-in sheets from events sponsored by PAGE
-AIG brochures for elementary and middle schools updated annually and distributed to all schools
-PowerPoint presentation and sign-in sheets from AIG public forums
-Parents included on AIG Advisory Team to participate in development of local AIG plan.
-District AIG specialists' and teachers' websites
-Minutes of Advisory Board meetings
-DEP/IDEP plans signed by parents
-Copy of newsletters
-Monday Musings electronic district newsletter

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: 72% of parents indicated on the January 2013 survey they are aware of the district's 2010-2013 AIG Plan based on the NC Academically or Intellectually Gifted Program standards. AIG Advisory Team meetings were held on January 28th, March 4th, and April 25th, 2013, to seek input on the current AIG Plan and to gather feedback for the development of the 2013-2016 plan. This will be a maintained practice since an implementation and monitoring plan is in place.

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

Description: The development of the AIG plan includes gathering the input of various stakeholders through the AIG Advisory Team meetings. Input from AIG students, parents, teachers, and administrators is gathered through online and paper/pencil surveys. Implementation and monitoring of the AIG plan is obtained by collecting parent, teacher, and administrator input on the AIG survey.

Asheboro City Schools Data Collection Analysis for the 2013-2016 6th Generation AIG Plan included surveys. The results of the survey were as follows:

Certified Staff Survey:

-94 teacher surveys from elementary, middle, and high school were collected.

Parent Surveys:

Parents of gifted students in ACS were given the opportunity to complete a survey in January 2013. The surveys were returned to the AIG consultant in a self-addressed, stamped envelope.

- 22 elementary parents responded
- 49 middle school parents responded
- 38 high school parents responded

Student Surveys:

AIG students were given an online survey regarding the gifted program in January 2013.

- 275 elementary and middle school students responded

Administrator Surveys:

- Principals at 7 out of 8 schools responded to an online survey in January 2013.

Advisory Team:

- The AIG Advisory Team met on January 28th, 2013; March 4th, 2013; and April 25th, 2013 to make recommendations for the new AIG plan.
- Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team for 2013 - included the following participants. Dr. Diane Frost - Superintendent, Jennifer Smith - Associate Superintendent, Pam Johnson - Exceptional Education Program Director, Jennifer Smith - parent/high school counselor, Dr. Drew Maerz - Testing Coordinator, David Burden - teacher, Mark Grose - parent, Shelia Tew - AIG Specialist, Kristen McClosky - AIG Specialist, Tracey Foscue - AIG Specialist, Bethann Fravel Seibold - AIG Specialist, Candace Call - Principal, Joel McClosky - Instructional Facilitator/teacher, Ella Kern - teacher, Leslie Smith Moore - school counselor, Karie King- parent, Desiree Langbeen - teacher, Kristy Priest - teacher/parent, Beth Rankin- parent, Becca Redding - parent, Sarah Tonkin- teacher, Terry Grooseclose - teacher, Kim Clodfelter - school counselor/parent, Gidgett Kidd - School Board Member/parent, Sue Shumaker - teacher, Meredith Wolf - teacher, Anglea Scott - teacher, Mini Singh - parent, and Julie Pack - Director of Career & Technical Education.

Data Analysis on key points of continuous improvement identified by the prior 5th Generation AIG Advisory Team were reviewed by the current 6th Generation AIG Advisory Team.

AIG TEAM

The AIG specialists met at various times throughout the 2012-13 school year to work on the development of the AIG plan. The AIG specialists have completed the LEA Self-Assessment Tool to assist in the development of the local plan and the focus areas for the AIG Advisory Team meetings.

The following January 2013 Survey data reflects the parent perceptions on the implementation of the 2010-2013 AIG Plan.

Standard Two - Differentiated Curriculum and Instruction

- 71% of parents felt their child's academic needs are well met.
- 61% of parents felt their child is appropriately challenged within the regular classroom.
- 71% of parents felt their child has had a positive experience participating in the AIG program.
- 64% of parents felt their child is appropriately challenged when participating in out-of-class programs.
- 68% of parents felt their child's participation in the program has been a worthwhile experience.

Planned Sources of Evidence: -Agendas

- Sign-in sheets
- Materials from Advisory Team meetings
- Survey results from parents, students, teachers, and principals

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: On the January 2013 Parent Survey, only 55% of parents agreed that the district informs parents of opportunities available to AIG students on an ongoing basis and in their native language. 16% of the parents responded they were not sure, and 21% of the parents disagreed with this statement. This will be a focused practice based on this survey data.

Goals: Asheboro City Schools will increase communication and understanding among stakeholders regarding opportunities available to AIG students on an ongoing basis and in their native language.

Description: The district employs three interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website will include updated opportunities for AIG students. AIG specialists will have updated web pages/newsletters. Expanded use of technology such as email and social media will also be used to

increase communication and understanding among stakeholders. AIG materials will be translated. Interpreters will be present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialists will attend curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists will collaborate with the regular education teachers to make home visits to students as needed. AIG specialists will attend parent/teacher "Student Led Conferences" as their schedule permits.

Planned Sources of Evidence: -AIG brochures for elementary and middle schools are updated annually and distributed to all schools

- Announcements in Connections district newsletter in both English and Spanish
- Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed
- AIG specialists' webpages / newsletters
- AIG specialists' List Serve for communication and other forms of social media

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 Focused Practice for 2013-2016.

Rationale: The 2013 January Survey data from parents, teachers, and administrators indicates this is an area for improvement in our district. 46% of parents agreed with the statement that the district intentionally involves parents in meaningful ways to support gifted education. Only 51% of parents indicated that the district partners and communicates with parents to ensure that the most appropriate services for AIG children are provided. Teacher survey data indicates that only 31% of teachers responded they partner with families/parents to ensure that the most appropriate services to meet the AIG students' needs are available. 20% of teachers responded they partner with the community to ensure that the most appropriate services to meet all of the AIG students' needs are available. Administrator survey data shows that only 29% of them agreed with the statement that my school partners with the community to ensure that the most appropriate services to meet all the AIG students' needs are available. This will be a focused practice due to these survey results.

Goals: Asheboro City Schools will enhance support for AIG programs and services by maintaining and forming new partnerships with parents, institutions of higher education, and local business and industry.

Description: Asheboro City Schools believes our partnerships with parents and community members are an essential component of student success.

The parent and community volunteers play an important role in our efforts to provide effective educational experiences for all students. The following events are district-wide initiatives that involve parents/families and community leaders in the support of gifted education:

- PAGE Organization
- Faith-based school volunteers
- Senior Project mentors and judges
- Math Fair judges
- Technology Fair judges
- Expert Project mentors
- Science Fair judges
- AHS Small Learning Communities
- 3rd grade science day at Mount Shepherd
- Career Day community volunteers
- Asheboro/Randolph Chamber of Commerce Student LIFT program
- Asheboro Rotary Club Student Leadership Program
- Randolph Arts Guild
- Randolph County Cooperative Extension and 4-H
- Communities in Schools
- Student Internships
- Institutions of Higher Education

Asheboro City Schools has a partnership with UNC-Pembroke for classroom teachers in our district to take the four AIG graduate level courses needed to obtain AIG add-on licensure. The district pays the tuition for 5 teachers each school year to complete these courses. The principals nominate teachers from each school to participate in this program.

Planned Sources of Evidence: -Sign-in sheets from events sponsored by PAGE

- List of mentors and judges from Senior Project
- List of Math Fair judges and organizers
- List of Tech Fair judges and organizers
- Pictures from Expert Project Fair
- List of Science Fair judges and organizers
- PowerPoints of events, web pages, rosters of club and event participants, senior project evaluations, programs from events

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: Asheboro City Schools submitted a 2010-2013 plan that was approved by the local board of education and sent to the NC State Board of Education for review. The feedback received from NCDPI in October of 2010 indicated the local AIG plan submission was complete with many overall commendations. The implementation of the local AIG Plan was reviewed by DPI in the spring of 2012 and the district was again commended on the efforts put forth towards the effective implementation of the remaining focused practices to support the development of the AIG program.

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

Description: The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, a planning team, and an advisory team were formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This process involved school system staff, parents, students, administrative staff, and members of the community. The team updated and revised the 2010-2013 AIG Plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services.

The result is an updated 6th Generation three-year plan for the Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and cultivate academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The Exceptional Education Director and AIG specialists implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

Planned Sources of Evidence: The 2013-2016 AIG 6th Generation Plan will be submitted to the Asheboro City Schools Board of Education for approval at their June 2013 meeting. Copies of the plan will be given to each AIG specialist, principal, and school board member. The district AIG plan will be located on the district website.

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 plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan insures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with both state and federal accountability standards. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Data collection instruments may include test data, grade level team meetings, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the AIG Specialists and Exceptional Education Program Director.

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

Description: The AIG specialists meet weekly to collaboratively plan with their grade level teams at their assigned school sites. Monthly AIG Team meetings with the AIG specialists and Exceptional Education Program Director are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Year-at-a-Glance document is reviewed and amended at each monthly meeting and is a tool for monitoring the implementation of the AIG Plan. The Exceptional Education Program Director collects documents from the AIG specialists that are included in the sources of evidence for each practice. The Exceptional Education Program Director and AIG specialists have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG specialists analyze assessment and achievement data for individual students throughout the school year.

AIG specialists perform the following:

- Implement the district AIG identification procedures and interpret assessments to identify the unique needs of gifted students.
- Collaborate with classroom teachers to nominate students for gifted education programming services on an ongoing basis.
- Conduct meetings to inform parents and teachers of students' eligibility and district procedures for program placement and services.

Planned Sources of Evidence: -Evidence notebooks maintained by each AIG Specialist

- AIG specialists' schedules
- AIG database spreadsheets
- AIG specialists' websites
- District website
- AIG Specialists' Year-at-a-Glance Document

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: Asheboro City Schools uses AIG state funds to pay for salaries, supplies, and materials for the local AIG program according to state policy.

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

Description: The Exceptional Education Program Director and district finance officer monitor expenditures of the AIG program through a budget spreadsheet. The director understands that gifted education funding should be part of the continuous budget planning process and should receive support comparable to similar efforts within the district and allocates adequate time, financial support, and personnel to implement the district's AIG Plan. AIG expenditures include supplies/materials, salaries, technology, and equipment for AIG specialists and students. AIG funding is currently paying the tuition cost for five employees towards their AIG add-on licensure enrolled in online courses through the University of North Carolina at Pembroke. In North Carolina the number of gifted education students funded by the state is currently capped at 4% of each school system's Average Daily Membership (ADM). This number does not reflect the total number of eligible students served in the district.

Planned Sources of Evidence: -Data spreadsheet of students served
-Budget spreadsheets of monthly AIG expenditures
-Copies of purchase orders and invoices of AIG supplies and materials

Other Comments:

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: In our program evaluation, 57% of the administrators indicated that during the teacher evaluation process, the AIG specialist and principal develop goals to work towards increasing AIG student achievement. 29% of the administrators disagreed with this statement and 14% indicated they were unsure. This is a focused practice for the district as a result of this feedback.

Goals: Asheboro City Schools will disaggregate the annual drop-out data to determine the percentage of AIG students dropping out of school. Data will be disaggregated to determine ethnicity,

ESL and/or EC eligibility, and gender of these students. District administrators will use pivot tables to disaggregate student performance benchmark data of AIG students throughout the school year. AIG student performance EOG data will analyzed annually.

Description: EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of student growth from one year to the next of the AIG cluster of students. This data will be shared with principals and teachers in order to determine specific instructional changes that may need to be implemented. The Director of Testing and Accountability will share fall, winter, and spring district benchmark data with AIG specialists, classroom teachers, and administrators. District staff will use pivot tables to analyze this data to determine performance growth of the AIG students.

High school drop-out data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

Planned Sources of Evidence: -EVAAS data spreadsheets
-Benchmark Data and EOG Data Pivot Tables
-Database of AIG students who withdraw from high school
-Anecdotal evidence from the exit interviews conducted by high school social worker

Other Comments: The school social worker will contact drop-out students to collect data. AIG specialists will examine the data of any AIG students who have dropped out.

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 Focused Practice for 2013-2016.

Rationale: Currently, Asheboro City Schools monitors the representation of identified AIG students by ethnicity, gender, and twice-exceptional. Our district will focus on monitoring the representation of AIG students who are economically disadvantaged, English Language Learners, and highly gifted.

Goals: The district will monitor the retention and representation of under-represented populations who are economically disadvantaged, English Language Learners, and highly gifted in the AIG program. The district will review placement data to assess the ethnic diversity of students being served. The district will continue to monitor and review the percentage of students in the AIG program by gender and race.

Description: The district will develop criteria for the recognition and service options for highly gifted students, culturally/ethnically diverse, economically disadvantaged, English Language Learners, or twice-exceptional students. This AIG plan will add the administration of a group nonverbal, culturally neutral assessment of general ability at the elementary and middle school levels. The district will explore expanded, accelerated learning opportunities for the highly gifted students. Demonstration by

Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

Planned Sources of Evidence: -School-wide screening of achievement and ability in grades 3,5 & 6
-Teacher Observation of Potential in Students (TOPS) in grades K–5
-AIG district database
-NCWise data collection
-DEPs (Differentiated Education Plans)

Other Comments: The AIG staff will collaborate with ELL, EC, classroom, and specials teachers to develop criteria for the recognition and service options for highly gifted students, culturally/ethnically disadvantaged, English Language Learners, or twice exceptional.

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Each year the Exceptional Education Program Director receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department. The Exceptional Education Program Director individually meets with each principal to review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year.

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

Description: The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. This information is shared with each principal prior to developing class rosters.

Planned Sources of Evidence: – List of AIG certified staff members

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: The district has an advisory team that consists of community members, parents, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. This was ranked as mostly evident since the advisory team needs to meet at least twice per school year to make recommendations for program improvement.

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

Description: The AIG Advisory Team consists of diverse stakeholders from each school within the district. Survey data from parents, students, teachers, and administrators is reviewed by this team. The data is analyzed for continuous improvement strategies and goals. Members of the team consist of central office staff, school AIG specialists, classroom teachers, counselors, principals, parents, and community representatives.

Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

Planned Sources of Evidence: -Minutes, agendas, and sign-in sheets of the AIG Advisory Team 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 Focused Practice for 2013-2016.

Rationale: Asheboro City Schools completes a program evaluation of AIG services by surveying students, parents, teachers, and administrators regarding the quality and effectiveness of the local AIG program once every three years. On the parent survey, only 32% of parents agreed with the statement that school staff are readily available to address their questions and concerns about AIG programming and services for their child. 81% of parents responded that they feel comfortable communicating with the classroom teacher(s) about their gifted child's needs and 71% of parents responded they were comfortable communicating with the gifted education staff about their gifted child's needs. This is a focused practice because the district needs to elicit the feedback from all stakeholders on a more regular basis.

Goals: The district will elicit feedback from parents/families, students, teachers, and other stakeholders at least once every school year regarding the quality and effectiveness of the local AIG program.

Description: Asheboro City Schools formally surveys students, parents, teachers, and administrators once every three years regarding the quality and effectiveness of the local AIG program. The district will elicit regular feedback from stakeholders by implementing the following:

- Survey parents annually at the Differentiated Education Plan (DEP) parent meetings
- Survey parents at the first PAGE meeting of the school year. This is the meeting that has the

highest parent attendance.

- Give parents the option to complete either a paper/pencil or online survey
- AIG specialists will elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.

The following changes will be made to the AIG Survey:

- Remove the "not sure" choice
- The "Disagree" choice will have a place for stakeholders to provide an explanation of why they feel this way.

Planned Sources of Evidence: -Survey data from teachers, parents, students, and administrators completed formally every three years

- Survey data from parents completed annually at the DEP meetings
- Teacher and administrator data gathered by the AIG specialists at grade-level planning meetings from teachers with the AIG cluster of students.

Other Comments: Our LEA elicits regular feedback through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing revision of the strategies and instructional approaches used by teachers with gifted students.

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 local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program standards and practices, student identification procedures, and other data sources are used in the revision process for continuous program improvement.

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

Description: The Asheboro City Schools 6th Generation AIG Plan is developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our LEA organizes the evaluation of the AIG program using formal and informal evaluation techniques including understanding how systematic gathering, analyzing, and reports of formative and summative data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

Planned Sources of Evidence: -Self-assessment document

- Survey results from various stakeholders
- Products from AIG Advisory Team meetings

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: The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings.

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

Description: The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared at the AIG Advisory Team meetings.

Planned Sources of Evidence: -Agenda and handouts from AIG Advisory Team meetings
-AIG Self-assessment document
-District website

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: The AIG Program Plan contains due process procedures regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings.

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

Description: Due process procedures regarding the identification and service decisions are in place. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office. Asheboro City Schools' due process procedures for academically and/or intellectually gifted identification services decisions are as follows:

If the student was NOMINATED by parents, but not IDENTIFIED as needing differentiated services

by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services (see attached)
2. Copy of Due Process Procedures Brochure (see attached)

If the student was IDENTIFIED and the NDT-AIG recommends a DIFFERENTIATED EDUCATION PLAN, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NDT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Academically Gifted Program Director.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent or Superintendent of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City Schools Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

STEP I – NDT–AIG Conference

- A. Parent/guardian may make a request for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.
- B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

STEP II – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

- A. Parent may make a written request within thirty (30) calendar days for a conference with the

principal after the written notification.

B. Principal reviews the recommendation with the NDT-AIG chairperson.

C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN
PROCEED TO STEP III –
ACADEMICALLY GIFTED PROGRAM DIRECTOR

STEP III – Appeal to AIG Program Director

A. Parent/guardian may appeal principal's decision in writing to the AIG Program Director (ECS-PD) within five (5) school days of receiving the response from the school principal.

B. AIG Program Director reviews the grievance within five (5) school days of receipt of appeal.

C. AIG Program Director responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL
TO ASSISTANT SUPERINTENDENT OR SUPERINTENDENT

STEP IV – Appeal to Assistant Superintendent or Superintendent

A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.

B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO
THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE
DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B

of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) 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 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.

Planned Sources of Evidence: -Brochure of AIG Due Process Procedures

Other Comments:

8/7/2013

Glossary (optional):

Acronyms:

AVID: Advancement Via Individual Determination

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

GRS: Gifted Rating Scale

ITBS: IOWA Test of Basic Skills

NDT: Needs Determination Team

NNAT: Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

U~STARS~PLUS: Using Science Talents and Abilities to Reach Students Promoting Learning in Underserved Students

WISC-IV: Weschler Intelligence Scale for Children

Appendix (optional):Attach 1 Intro Vision - AIG Timeline of Implementation.docx (*Appendix - Standard 1*)Standard 4b- Attach 8 ACS Strategic Plan 2013 2016.pdf (*Appendix - Standard 4*)Standard 4h-Attach 9 Matching Specific Criteria.docx (*Appendix - Standard 4*)Standard 1b - Attach 2 Woodcock-Johnson Testing.docx (*Appendix*)Standard 1b-Attach 1a Multiple Criteria for AIG Program IdentificationK-3.docx (*Appendix*)Standard 1b-Attach 1b Criteria Grades 4-8.docx (*Appendix*)Standard 1b-Attach 3 Test-Instruments Which May be Accepted.docx (*Appendix*)Standard 1d-Attach 5 Student Search Process.docx (*Appendix*)Standard 1e - Attach 6 Due Process Procedures.docx (*Appendix*)Standard 1f Attach 7 Student Search & Service Options.docx (*Appendix*)Standard 5a-Attach 10 PAGE.docx (*Appendix*)Standard 1b-Attach 4 Recommended Testing Procedures.docx (*Appendix*)