

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

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

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

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

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

**Robeson County Schools Vision for local AIG program:** The vision of the Public Schools of Robeson County Academically Intellectually Gifted Program is to provide a comprehensive program that meets the academic, intellectual, social, and emotional needs of gifted learners so they can be productive leaders in an ever-changing global society.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$1098828.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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 Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice to make sure that all procedures dealing with students entering the AIG program are clearly stated and widely distributed so that all stakeholders involved are clearly informed. We have provided printed materials and online information about screening and identification so that everyone has access to the AIG process.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Prepare and distribute informational pamphlets or brochures
- Provide professional development to each school faculty at the beginning of each school year
- Update the AIG website with the 2013-2016 AIG Plan, screening information, parents' rights, and website links
- Improve communication between AIG staff and Guidance staff regarding student transfers
- Increase communication about the AIG Program through the use of bulletin boards, websites, and pamphlets
- Increase awareness of Early College opportunities for students by encouraging attendance at orientation

**Planned Sources of Evidence:** -Pamphlets

- PSRC AIG website
- School AIG websites
- Transfer student form
- Contact sheets
- Agendas
- Attendance rosters

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that each student has an opportunity to be placed into our program through a wide variety of measures that have been proven to be beneficial in gifted placement procedures.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Review assessment and test data to create screening pools
- Observe students and collect data (work samples)
- Administer aptitude and/or achievement tests
- Obtain motivational surveys from parents and teachers
- Collect interest inventories from students
- Verify student performance (grades)

**Planned Sources of Evidence:** -Student AIG Folders

- Test Results
- Individual Student Identification Placement Record
- Site-Based Team Minutes including signatures
- Folder Review Form with AIG Review Team signatures

**Other Comments:** The Identification Process

The Public Schools of Robeson County AIG Program utilizes multiple indicators of giftedness as part of the identification process. (Coleman, Gallagher, Harrison, & Robinson)

Criteria for Third – Eighth Graders: Must achieve 5 out of 6 of the following indicators with one of the 5 from achievement or aptitude:

- Achievement: Standardized achievement test score at 90% or above on Reading or Math.
- Aptitude: Reading Criteria:
  - Path One: 85% or higher on CogAT Verbal age score and 85% or higher on ITBS Reading
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS ReadingMath Criteria:
  - Path One: 85% or higher on CogAT Quantitative age score and 85% or higher on ITBS Math
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS Math
  - Path Three: 85% or higher on CogAT Nonverbal age scores and 85% or higher on ITBS Math
- Motivation: A minimum rating of 90% on the Personal Characteristics Scale for parents or Gifted Rating Scale-motivation for teachers.
- Performance: "A" average in Math or Reading for a full year.
- Interest: Evidence of projects or work samples well above grade level expectation, high student self-rating on survey, a broad range of extra-curricular activities.
- Observation: A minimum rating of 90% on the Gifted Rating Scale completed by one or more teachers.

K-2: Students are screened for participation in our Nurturing Program. Formal testing will be considered at third grade.

High Schools: Students are served at the high school level through Honors and AP courses. The AIG consulting teacher(s) for high schools consults with students prior to high school entrance (schedule is planned with middle school teachers in the spring for 8th graders) and completes the Differentiated Education Plan for the anticipated high school program. Individual Plans will be written if mandated by a student's performance or needs. The AIG Consulting Teacher monitors student performance in classes and on EOCs and conferences with each AIG student as needed. Students not electing Honors or AP courses for more than one semester will be advised by the AIG Consulting Teacher that they are not accessing the high school services; the need for continued identification in the AIG Program will be assessed.

#### Acceleration Criteria

The Public Schools of Robeson County AIG Program offers an acceleration component to its service options. The following criteria are used to determine eligibility. Student must achieve all of the following indicators (Individual assessments must be administered by a psychologist.):

- Achievement and Aptitude: Standardized IQ and achievement test at 98% or above.
- Motivation: Ratings of 98% on all behavior scales; adaptability in new setting
- Performance: Grade of A in all subjects (or in subject for Subject Skipping).
- Interest: Self-interest in acceleration.
- Observation: A minimum rating of 98% on the Gifted Rating Scale completed by the AIG teacher.

Service options include grade/subject skipping, grade/subject acceleration, individualized plans, concurrent/dual enrollment, early admission, and early graduation. In completing this process for acceleration, final decisions are made by the principal at the school where child is placed (in consultation with a receiving school principal, if applicable). NC Public Law gives the responsibility for determining grade placement to the principal; the AIG Program will provide data (as listed above) for the principal to use and will serve as a resource in this decision making process.

#### **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:** In order to ensure representation, our program wants to provide parents and teachers of diverse cultural and academic populations information about our gifted services and enable students to participate in the screening, referral, and identification process. Therefore, this will be a focused practice for our county.

**Goals:** To ensure that our screening, referral, and identification procedures are inclusive of diverse populations by including traditional measures, non-traditional measures, and multiple criteria.

**Description:** The Public Schools of Robeson County AIG program will focus on this practice in the following ways:

- posting identification criteria on the AIG website
- communicating identification criteria to faculty and staff, parents, and all stakeholders
- distributing identification criteria and referral procedures pamphlets/Power Point to teachers, administrators, parents, stakeholders
- accepting parent, student, teacher, administrator referrals for screening
- establishing multiple criteria for identification

At each school, an AIG Site-based Team, appointed by the principal, is in place. The AIG teacher assigned to the school is ex-officio chairman of the AIG Site-based Team. This team is responsible for reviewing test data to create an AIG Pool, for receiving nominations from teachers and other school personnel and from parents, for reviewing data and gathering other information pertinent to referrals, and for determining which students are in need of service and the type of service which is required. This team oversees the yearly evaluations of student progress and continued placement as recommended by classroom teachers. The team also reviews data on students exhibiting lack of motivation or poor school performance to determine if services are to continue or if re-evaluation for placement should be completed to determine need for AIG services.

Counselors are involved in this process to ensure that students' social and emotional needs are considered and that team members are aware of factors which may influence a student's needs. Second language teachers are involved as needed when consideration involves a student who has a background in another language; initial forms are in Spanish, language teachers are involved in soliciting information from parents, and a psychologist who speaks Spanish is available for testing these students.

**Planned Sources of Evidence:** -AIG website

- Yearly headcount
- Placement criteria

**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:** Our program maintains this practice across the county so that students in any socio-economic area, those of different gender, race, or religion can have the same opportunities to be identified as gifted.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Utilize forms for screening, referral, and identification processes within the LEA
- Share AIG processes for screening, referral, and identification processes in AIG staff meeting

- Share AIG processes for screening, referral, and identification at grade level and/or staff meetings
- Post the screening, referral, and identification processes on the PSRC AIG website and school AIG websites

**Planned Sources of Evidence:** -Forms

- Agendas
- Attendance rosters
- Websites

**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:** Our program has maintained this practice through established policies written in our plan so that the rights of students and parents are protected in our processes that lead to identification, that deal with moving from other states, countries, or counties, for students who would like to be tested again, and any dealings with conflicts within the previous list of procedures.

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

**Description:**

The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Publicize procedures and policies
  - Implement Due Process
  - Translate forms in other languages as needed
  - Post the AIG plan to the PSRC website
  - Post AIG resources on the PSRC website
  - Create Differentiated Education Plans
  - Obtain consent for evaluation by parent/guardian
  - Keep Site-Based Team minutes
  - Send Invitation to Conference
  - Maintain AIG Screening Pool log
- Due Process/Parental Rights

All students must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the student at no expense to the parent and according to the guidelines of the Public Schools of Robeson County's Academically /Intellectually Gifted Plan.

Your Rights as a Parent

Referral

When any person thinks that a child is intellectually and academically gifted and may need differentiated educational services, that person should tell school personnel in writing the reason(s) for referring the child. The referral should include characteristics and strengths the student possesses that might require differentiated services. If the child/student is enrolled in a public school, the referral should be given to the child's teacher or principal or to the chairman of the AIG Site-based Team.

### Screening

After a child has been referred, in order to determine his/her need for differentiated services in the academically/intellectually gifted program, a screening process must be followed:

- Achievement: Standardized achievement test score at 90% or above on Reading or Math.
- Aptitude: Reading Criteria:
  - Path One: 85% or higher on CogAT Verbal age score and 85% or higher on ITBS Reading
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS ReadingMath Criteria:
  - Path One: 85% or higher on CogAT Quantitative age score and 85% or higher on ITBS Math
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS Math
  - Path Three: 85% or higher on CogAT Nonverbal age scores and 85% or higher on ITBS Math
- Motivation: A minimum rating of 90% on the Personal Characteristics Scale for parents or Gifted Rating Scale-motivation for teachers.
- Performance: "A" average in Math or Reading for a full year.
- Interest: Evidence of projects or work samples well above grade level expectation, high student self-rating on survey, a broad range of extra-curricular activities.
- Observation: A minimum rating of 90% on a Gifted Rating Scale completed by one or more teachers.

K-2: Students are screened for participation in our Nurturing Program. Formal testing will be considered at third grade.

### Evaluation

- Parents must give written permission before individual evaluations are administered.
- Testing and evaluation materials must be selected and administered so as not to be racially or culturally biased.
- Selected tests should include those that measure educational achievement and/or aptitude.
- Student eligibility for differentiated services will be determined using multiple criteria by the AIG Site-based Team trained to select appropriate options for the individual student.
- Multiple criteria will be used for placement.
- A review of eligibility will be conducted yearly.

If parents do not agree with the school's decision concerning eligibility, they have a right to submit results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the program for academically /intellectually gifted students, although those results will definitely be considered. The school system does not pay for independent educational and intellectual evaluations. Parents also have the right to ask to meet with the AIG Site-based Team to

review the decision.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that the options chosen are based on the needs of the student. For students identified as academically or intellectually gifted, a differentiated education plan (DEP) must be written. Placement will reflect student strengths and include the options considered by the school site team as appropriate to meet the student's educational needs.

Student progress will be reviewed annually. Recommendations for differentiated options for the next grade levels will be made at those times. Service to students will be based on the individual student's need for differentiated education. Emphasis will be placed on providing the appropriate student-service option match so the student will experience and demonstrate growth in academic subjects rather than labeling students as "gifted" or "not gifted."

If parents disagree with any decision(s) of the AIG Site-based Team regarding referral, identification, or services, the following procedure will be followed:

1. The parent(s) may request in writing a conference with the AIG Site-based Team.
2. If parents still disagree with the committee's decision, the parent(s) may appeal the decision by making a written request to the principal within thirty days of the conference with the AIG Site-based Team. The principal will review the decision of the team and grant the parent a conference within five school days of the parental request. After the principal and parents have met, the principal will provide to the parent(s) a written decision within five days of the conference.
3. If the principal's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the superintendent. The appeal to the superintendent must be made within five days of receiving the principal's response. The superintendent will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his review to the parent and the principal.
4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.

#### Transfer Policy

The AIG records for students transferring to PSRC from other school systems will be requested. The students' former placement criteria will be reviewed and a determination will be made about AIG services.

#### **Planned Sources of Evidence:** -Forms

- Agendas
- Attendance rosters
- Websites

#### **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:** Our program maintains this practice so that school personnel and parents are well informed of our gifted identification procedures and that all opportunities available to identified AIG students are disseminated and reviewed with parents to keep them informed.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Continue folder review procedures
- Conduct periodic audit of random AIG student folders
- Utilize Differentiated Education Plans (K-12)
- Review high school four-year plans
- Clarify the availability of Advanced Placement and Honors courses/requirements
- Publicize scholarship information
- Conduct Yearly Reviews
- Publicize the K-2 Nurturing Program
- Secure parent signatures on placement forms that signify permission to place and receipt of the Parent Rights information and Differentiated Education Plan.

**Planned Sources of Evidence:**

- Review team documentation
- Annual audit
- Differentiated Education Plans
- Transition orientation agenda
- AIG website
- Student AIG folders
- Yearly Performance Reviews

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that AIG students are working on a higher level of Bloom's Taxonomy when completing assignments, projects, etc. that have been adapted to coincide with the Standard Course of Study.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Correlate curriculum and instruction to the North Carolina Standard Course of Study
- Develop a Differentiated Educational Plan for students
- Address all levels of Revised Bloom's Taxonomy

### **Planned Sources of Evidence:**

- Differentiated Education Plan for students
- Lesson plans
- Curriculum and instructional practices

### **Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that a wide range of instructional practices are employed throughout the grade levels in order to meet the various intellectual and academic levels and needs of our gifted students.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Employ technology-based learning
- Utilize rubrics
- Compact curriculum
- Tier instruction
- Include dramatization/Reader's Theatre
- Conduct Socratic Seminars
- Implement research activities
- Use Project-Based Learning
- Shared Inquiry
- Encourage Problem-Solving
- Facilitate critical and deductive thinking
- Encourage Pre-Algebra and Algebra I courses

**Planned Sources of Evidence:**

- Student work
- Lesson plans
- Differentiated Education 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:** Our program maintains this practice in order to expose our students to more advanced material that they are not able to experience with regular classroom assignments.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

Include research-based instructional materials such as

- William and Mary
- Jacob's Ladder
- McGee-Keiser
- Project M3 Math
- Junior Great Books

Include various instructional strategies such as

- Compacting curriculum

- Tiering assignments
- Applying Revised Bloom's Taxonomy

**Planned Sources of Evidence:**

- Curriculum
- Rubrics
- Student work
- Differentiated Education Plans
- Lesson plans
- AIG Program Materials Inventories
- Advanced Placement and Honors courses

**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:** Our program maintains this practice so that our students experience high-level material in areas pertaining to 21st century content and skills. We are dedicated to the advancement of our curriculum to ensure a strong use of technology and rigorous material in our AIG classes that prepare our students to function highly in the areas above.

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

**Description:** The Public Schools of Robeson County will maintain this practice in the following ways:  
Utilize problem-solving materials such as

- Math Superstars
- Brain Games
- Enhancing Independent Problem-Solving in Students
- Hands-On Equations
- Math Rules!
- Problem-Solving in Mathematics
- Strategies for Problem-Solving
- Jacob's Ladder
- Project M3 Math

Employ instructional strategies that include

- Current event activities

- Class projects
- Research activities
- Multiple Literacies
- Implementation of technology

**Planned Sources of Evidence:**

- Rubrics
- Student work
- Lesson plans
- Differentiated Education Plans
- AIG Program Materials Inventories
- Technology inventories

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that formative and summative assessments benefit our students in strengthening their weaknesses and pursuing their strengths. We also implement our own observations along with formative test data to provide a diverse range of instruction to meet the needs of our students.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

Assess curriculum and instruction through

- Rubrics
- Report cards
- Progress reports
- Performance reports
- End-of-Grade tests
- End-of-Course tests
- Benchmark tests
- Student products
- Formative assessments

**Planned Sources of Evidence:**

Sources of evidence to show differentiated curriculum and instruction include

- Curriculum
- Differentiated Education Plans
- Lesson plans

Sources of evidence to show use of on-going assessment include

- Screening pools
- Contact logs
- NCWISE
- Teacher-made assessments
- Rubrics
- Student reflections
- Student portfolios
- AIG student folders

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that the social and emotional needs of our students are addressed along with the academic, intellectual needs. We are aware of the characteristics of gifted students and the issues they deal with that deserve attention.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Conduct professional development regarding the unique needs of the AIG student
- Share information about the social and emotional needs of students
- Secure curricular materials that address social and emotional needs of AIG students

**Planned Sources of Evidence:** -Staff meeting agendas

- Lesson plans
- Contact logs
- Sign-in sheets
- Agendas
- Purchase Orders

**Other Comments:**

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice because we believe that implementing a Nurturing Program that involves high ability instructional material helps to identify and nurture those students who exhibit gifted characteristics-those who most likely will be identified for our program.

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

**Description:** The Public Schools of Robeson County Program will maintain this practice in the following ways:

- Support classroom teachers with demonstration lessons, provision of instructional strategies, and assessment of needs
- Strengthen reading, math, and critical thinking skills through the use of research-based materials in small group settings
- Observe students and offer ideas for enhancement and advancement of skills
- Share information on the social and emotional needs of gifted students
- Provide consultative services to classroom teachers

**Planned Sources of Evidence:** -AIG Plan

- Lesson plans
- Curriculum
- Daily schedules

**Other Comments:** The AIG teacher and regular classroom teacher will work cooperatively to provide activities to challenge students and to recognize potential academic strengths. The regular classroom teacher will differentiate instruction to meet the needs of students.

K-2 Nurturing Program /K-2 Screening

Screening: Teachers will conduct lessons in the regular classroom using Primary Education Thinking Skills (P.E.T.S) materials which:

- enrich and diagnose thinking skills suitable for kindergarten through the primary grades
- align to the higher levels of Bloom's Taxonomy
- present lessons in convergent analysis, divergent synthesis, evaluation, and visual/spatial thinking
- provide diagnostic checklists for each type of thinking
- help build behavioral portfolios on talented learners that support a differentiated approach to their education
- integrate flexibly into any existing primary curriculum
- include detailed lesson plans, instructional stories, and student materials
- offer opportunities for learners with different strengths to shine
- engage and are fun

In addition, regular classroom teachers will complete a checklist during the lessons to identify students who exhibit gifted characteristics.

Identification: The AIG teacher and the regular classroom teacher will then decide, based on the scale, classroom performance, motivation, and teacher observations those who would benefit from nurturing services.

Requirements: Students must maintain high performance in the regular classroom and in the Nurturing Program.

### **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 Focused Practice for 2013-2016.**

**Rationale:** This practice will be a focus for our system due to our AIG self-assessment results. We found that we need to implement constant communication with other school personnel who work with AIG students. We know that differentiation resources need to be shared with classroom teachers so that they can have some help with ideas to enrich and improve AIG student performance in the classroom.

**Goals:** To improve communication between the AIG teacher and other professional staff to develop and implement differentiated curriculum and instruction.

**Description:** The Public Schools of Robeson County will focus on this practice in the following ways: Appointed times will be designated throughout the year to share differentiated lessons through emails, faculty meetings, websites, grade level meetings, and PLC's. AIG teachers will share lessons with each other each month for different grade levels that can be conveyed at individual schools through the means above.

### **Planned Sources of Evidence:** -Emails

- AIG meeting agenda
- Lesson plans

### **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:** Our program maintains this practice in order to offer a variety of instruction for our diverse range of students. Reviewing the Differentiated Education Plan will maintain consistency with effective curriculum in order to provide high-level experiences for our children.

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

8/8/2013

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Update service areas and options through Differentiated Education Plans
- Review student interests and needs annually with Differentiated Education Plan
- Use research-based materials and instructional strategies
- Develop four-year plans for high school students
- Provide information regarding Honors and Advanced Placement courses
- Offer information to students regarding Early College options
- Provide guidance and support through school transitions
- Send Differentiated Education Plans to parents each year
- Review student interests and needs annually

**Planned Sources of Evidence:**

- Curriculum
- Differentiated Education Plans

**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:** In order to make sure that our program is lead by someone educated in the area of giftedness that understands what is best for our students and our county, we maintain this practice.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Employ an AIG-licensed coordinator to guide the AIG faculty in the writing, revision, and implementation of the plan, plan and coordinate staff development opportunities, develop policies to meet the needs of students, teachers, and schools, and implement, revise and monitor the local AIG program
- Maintain procedures, processes, and records

#### **Planned Sources of Evidence:**

- Lesson plans
- Differentiated Education Plans
- PSRC AIG Website
- Contact logs
- Sign-in sheets
- PTO/PTA/Open House Agendas
- Licensure Documentation

#### **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:** Our program maintains this practice so that our students are being served in the areas of academics and social/emotional issues through tasks that spark interest, creativity, critical thinking, and focuses on the strengths of their giftedness.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Utilize Differentiated Education Plans
- Create differentiated lesson plans
- Share information on the unique needs of gifted learners
- Incorporate research-based instructional materials
- Employ research-based teaching strategies
- Hold a North Carolina licensure in gifted education

**Planned Sources of Evidence:**

- Lesson plans
- Monthly reports
- Schedules
- Principal evaluations
- Sign-in rosters
- AIG monthly meeting schedule
- AIG monthly meeting agendas
- Differentiated Education Plans
- Activity logs
- Contact logs
- Screening logs
- Placement logs
- Licensure documentation

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that we can stay abreast of the ever evolving world of education. We also think teachers should be encouraged and informed about AIG licensure programs so that they can be trained in dealing positively with our students in the classroom and also obtain employment in our program. We will strive to get the word out about any professional opportunities that pertain to gifted education to certified staff in order to attain these goals.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways: AIG teachers will attend local, state, and national gifted conferences; we will also

inform certified staff of these conferences by AIG teachers emailing the staff at each of their schools. Any other information about conferences, webinars, licensure programs, and professional development opportunities related to gifted education will be relayed to certified staff as well at each school through the AIG teachers.

**Planned Sources of Evidence:** -AIG meetings

- Conferences
- Professional Development
- CEU's

**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:** As a program we want to ensure that all principals and teachers are trained to understand the characteristics of gifted learners and are able to meet their needs, therefore this was selected as a focused practice.

**Goals:** To provide information about obtaining an AIG add-on license.

**Description:** The Public Schools of Robeson County AIG program will focus on this practice in the following ways:

- All AIG teachers will be licensed in Gifted
- Information about obtaining AIG licensure will be disseminated to all teachers
- Instructional resources and practices about differentiation with all teachers will be shared
- Regular classroom teachers and administrators will be informed about current research findings
- Information and instructional resources about the social and emotional needs of gifted students will be shared

**Planned Sources of Evidence:** -AIG teachers' licenses

- Continuing Education Units
- AIG website
- PowerPoint presentations
- Agendas
- Sign-in Rosters
- Prior Approval Forms

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that AIG teachers are aware of and trained in professional development that aligns with AIG goals and district endeavors.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Share information on professional development opportunities
- Conduct professional development on research-based practices and strategies
- Align professional development opportunities with the local AIG program goals and district initiatives

**Planned Sources of Evidence:** -Prior approval forms

- Sign-in rosters
- PowerPoint presentations
- AIG website
- Continuing Education Units
- Agendas

**Other Comments:**

**Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that the content we present to our AIG students is advanced and correlates with skills that will prepare them to be academically prepared for the future.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Attend professional development
- Collaborate with other professionals
- Include 21st Century skills in lesson plans
- Incorporate skills in Project-Based Learning
- Share information on 21st Century skills

**Planned Sources of Evidence:**

- Prior approval forms
- Sign-in rosters

- PowerPoint presentations
- AIG website
- Continuing Education Units
- Agendas

**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:** Our program maintains this practice so that professional development experiences are conveyed throughout instruction by AIG specialists and other teachers.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Share new knowledge from professional development with other AIG teachers and regular classroom teachers
- Incorporate professional development in Individual Growth Plan goals

**Planned Sources of Evidence:** -Grade level meeting minutes

- Prior Approval Form B
- Sign-in rosters
- Agendas
- Individual Growth Plan(s)

**Other Comments:**

## **Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our programs maintains this practice so that students within grades K-2 for Nurturing and identified students in grades 3-12 can have diverse opportunities within the spectrum of academic/intellectual and social/emotional content.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Identify the social, emotional, intellectual, and academic needs of AIG students in grades K-12
- Utilize the LEA website to post the AIG plan
- Provide information concerning the academic, social, intellectual, and emotional needs of the students during Parent Night/PTA/PTO/Open House
- Incorporate social and emotional topics into lesson plans
- Collaborate with guidance counselors in meeting academic, intellectual, social, and emotional needs of gifted learners

**Planned Sources of Evidence:** -Lesson plans

- Differentiated Education Plans
- PSRC AIG Website
- Contact logs
- Sign-in sheets
- PTO/PTA/Open House Agendas

**Other Comments:** Acceleration Criteria

The Public Schools of Robeson County AIG Program offers an acceleration component to its service options. The following criteria are used to determine eligibility. Student must achieve all of the following indicators (Individual assessments must be administered by a psychologist.)

- Achievement and Aptitude: Standardized IQ and achievement tests at 98% or above
  - Motivation: Ratings of 98% on all behavior scales; adaptability in new setting
  - Performance: Grade of A in all subjects (or in subject for Subject Skipping)
  - Interest: Self-interest in acceleration
  - Observation: A minimum rating of 98% on the Gifted Rating Scale completed by the AIG teacher
- Service options include grade/subject skipping, grade/subject acceleration, individualized plans, concurrent/dual enrollment, early admission, and early graduation. In completing this process for

acceleration, final decisions are made by the principal at the school where the child is placed (in consultation with a receiving school principal, if applicable). NC Public Law gives the responsibility for determining grade placement to the principal; the AIG Program will provide data (as listed above) for the principal to use and will serve as a resource in this decision-making process.

### **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:** In order to make sure the services we offer our students are aligned with LEA resources and initiatives, program goals, and the areas of identification of reading and math, our program maintains this practice. We want to make sure the previous areas correlate so that our program fulfills all necessary requirements.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Incorporate research-based materials
- Conduct annual reviews of each identified AIG student
- Update Differentiated Education Plans
- Post the AIG Plan on the AIG Website
- Maintain AIG material inventories
- Collaborate with guidance counselors to meet the social and emotional needs of gifted learners
- Share ideas and progress of students with classroom teachers

### **Planned Sources of Evidence:**

- PSRC AIG Plan
- Yearly Performance Reviews
- Lesson plans
- AIG material inventories
- Differentiated Education Plans

### **Other Comments:**

### **Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** As the Common Core Standards have entered into our curriculum, we want to make sure our AIG teachers are learning and implementing these standards along with regular classroom

teachers. Due to the inclusion of the Common Core this practice will be a focus for our team.

**Goals:** To provide instructional materials and practices that are integral and connected to the total instructional program of the LEA in policy and practice.

**Description:** The Public Schools of Robeson County AIG Program will focus on this practice in the following ways: Our team will be attending workshops or conferences affiliated with the Common Core at our base schools, and we will also have workshops at our AIG meetings. Publications, books, websites, etc. that are related to the Common Core will be distributed at our meetings as well.

**Planned Sources of Evidence:** -Lesson Plans

- Professional Development Agendas
- Yearly Performance Reviews
- Differentiated Educated Plans
- AIG Material Inventory

**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:** Our program maintains this standard so that everyone who is involved with identified students understands the services we offer and the regulations related to gifted education and our program.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Post Article 9B on the AIG Website
- Assign certified AIG teacher to each school
- Provide links via AIG Website for differentiation ideas
- Inform students/parents of pertinent scholarship information
- Share summer educational opportunities

**Planned Sources of Evidence:**

- Licensure information
- AIG teacher assignments
- AIG Website
- Scholarship committee reports

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** We want to ensure that students have a smooth transition from year to year and during elementary, middle, and high school transitions so that services are uninterrupted. Therefore our program maintains this practice.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Transfer AIG student folders to appropriate schools
- Provide transfer logs
- Send inactive records to appropriate schools
- Share information on transitions at PTA/PTO/Open House

**Planned Sources of Evidence:**

- AIG student folders
- Transfer logs
- Inactive records
- Meeting agendas
- NCWise and WebApps reports

**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 Focused Practice for 2013-2016.**

**Rationale:** Our program wants to ensure collaboration and involvement among regular teachers, exceptional children's teachers, other specialists, instructional staff, parents/guardians, and administrators to provide differentiated programming and services for our gifted students to promote their success. Therefore, this practice was selected as a focused practice.

**Goals:** To work collaboratively and involve regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

**Description:** The Public Schools of Robeson County AIG Program will focus on this practice in the following ways:

AIG teachers will share the plan on our individual websites at our school, and the plan will also be available on our district web page. Teachers will also receive a copy of the DEP's of their students that are being served in the program. Our screening and identification process will be relayed through a brochure available to everyone, and a power point at staff meetings.

**Planned Sources of Evidence:** -Grade level meeting agendas and minutes

- Lesson plans
- AIG website
- Emails
- AIG Site-Based Team agendas and minutes
- Differentiated Education Plans

**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:** School counseling personnel, regular classroom teachers, AIG specialists, parents/guardians, and others play an important part in the school day of gifted students. We see the importance of collaborating with these personnel to address the social and emotional needs of AIG students. Therefore, we will focus on this practice the next four years.

**Goals:** To ensure that all stakeholders collaborate to address the social and emotional needs of AIG students

**Description:** The Public Schools of Robeson County AIG Program will focus on this practice in the following ways:

- Conduct informational sessions with all stakeholders to address the social and emotional needs of AIG students
- Update AIG Website with informational links regarding the social and emotional needs of AIG students
- Address the social and emotional needs in lesson plans
- Involve counselors, classroom teachers, etc. in social/emotional programs, endeavors

**Planned Sources of Evidence:** -AIG Website

- Meeting agendas
- Contact Logs
- Lesson plans
- Special programs

## Other Comments:

### Practice H

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Students who perform at an exceptional level are definitely in need of individualized services in order to ensure success in school. Our program maintains this practice so that these type of services are implemented for these students.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Provide various service delivery options for acceleration
- Investigate individual test scores for achievement and aptitude
- Consult with school administrator to determine acceleration options

**Planned Sources of Evidence:** -AIG Plan

- Individual AIG student folders
- Minutes from Site-Based Team meetings
- Differentiated Education Plans/Individualized Differentiated Education Plans

**Other Comments:** Acceleration Criteria

The Public Schools of Robeson County AIG Program offers an acceleration component to its service options. The following criteria are used to determine eligibility. Student must achieve all of the following indicators (Individual assessments must be administered by a psychologist.)

- Achievement and Aptitude: Standardized IQ and achievement tests at 98% or above
- Motivation: Ratings of 98% on all behavior scales; adaptability in new setting
- Performance: Grade of A in all subjects (or in subject for Subject Skipping)
- Interest: Self-interest in acceleration
- Observation: A minimum rating of 98% on the Gifted Rating Scale completed by the AIG teacher

Service options include grade/subject skipping, grade/subject acceleration, individualized plans, concurrent/dual enrollment, early admission, and early graduation. In completing this process for acceleration, final decisions are made by the principal at the school where child is placed (in consultation with a receiving school principal, if applicable). NC Public Law gives the responsibility for determining grade placement to the principal; the AIG Program will provide data (as listed above) for the principal to use and will serve as a resource in this decision making process.

### 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:** We live in a county that is very diverse, concerning race and ability, and our program must meet the varied needs of our identified students with that in mind. Our program maintains this practice so that all students we serve are reached.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Use NCWise/End-of-Grade test data to create screening pools
- Conduct model lessons (in K-2 classrooms) to note high ability performance
- Collaborate with guidance counselors, youth development specialists (YDS), and classroom teachers in identifying high ability learners

**Planned Sources of Evidence:** -NCWise/End-of-Grade testing data

- Screening pools/reports
- Nurturing rosters
- Placement reports
- Contact logs
- Lesson plans

**Other Comments:** The AIG teacher and regular classroom teacher will work cooperatively to provide activities to challenge students and to recognize potential academic strengths. The regular classroom teacher will differentiate instruction to meet the needs of students.

**K-2 Nurturing Program /K-2 Screening**

Screening: Teachers will conduct lessons in the regular classroom using Primary Education Thinking Skills (P.E.T.S) materials which:

- enrich and diagnose thinking skills suitable for kindergarten through the primary grades
- align to the higher levels of Bloom's Taxonomy
- present lessons in convergent analysis, divergent synthesis, evaluation, and visual/spatial thinking
- provide diagnostic checklists for each type of thinking
- help build behavioral portfolios on talented learners that support a differentiated approach to their education
- integrate flexibly into any existing primary curriculum
- include detailed lesson plans, instructional stories, and student materials
- offer opportunities for learners with different strengths to shine
- engage and are fun

In addition, regular classroom teachers will complete a checklist during the lessons to identify students who exhibit gifted characteristics.

Identification: The AIG teacher and the regular classroom teacher will then decide, based on the scale, classroom performance, motivation, and teacher observations those who would benefit from nurturing services.

Requirements: Students must maintain high performance in the regular classroom and in the Nurturing Program.

### **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:** Our program maintains this practice so that our students will be informed of and hopefully participate in activities outside of school that enhance their interests, education, and social skills.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Share publications/notices/advertisements of opportunities such as Studio One Performances, Battle of the Books, art competitions, writing competitions, etc.
- Support programs and events with attendance (field trip opportunities)
- Promote participation in extra-curricular programs and events
- Publicize participation in events through AIG Showcase on website
- Highlight successes of students through website and other media

### **Planned Sources of Evidence:**

- Performance/competition brochures
- Membership rosters
- AIG Website
- Field trips/Lesson plans

### **Other Comments:**

## **Standard 5: Partnerships**

The LEA ensures on-going and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to establish and maintain partnerships with parents and the community who impact our students, and who will support our program in meeting the needs of our students, we maintain this practice.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Continue to utilize AIG Site-Based Teams with diversified membership
- Distribute copies of Differentiated Education Plans to parents/guardians
- Post summer opportunities online
- Issue performance reports during each grading period
- Maintain a high level of involvement with each Chamber of Commerce
- Continue community partnerships (grants, guest lessons, enrichment activities, and field trips)
- Continue partnership with the Duke Talent Identification Program
- Publicize student and AIG classroom successes

### **Planned Sources of Evidence:**

- Grants
- Student AIG folders
- Awards
- Lesson plans
- AIG Website
- Monthly activity logs
- Publications and newspaper articles
- Student performance reports

### **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:** Our program maintains this practice in order to keep stakeholders connected to us informed regarding our plan and any procedures involved with AIG.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Post AIG Plan on website
- Acquire approval of AIG Plan from local Board of Education
- Submit AIG Plan to North Carolina Department of Public Instruction AIG Coordinator
- Distribute brochures
- Create PowerPoint presentations
- Share information through Parent Night/PTA/PTO/Open House
- Showcase AIG students

**Planned Sources of Evidence:** -Brochures

- Sign-in sheets
- Agendas
- Photographs
- PowerPoints
- AIG Website
- AIG Plan

**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:** We maintain this practice so that our program takes into consideration the expectations and needs of stakeholders involved in AIG through any stage that our plan is in-whether it be development, implementation, or monitoring. We want our plan to reflect what is best for the students in our area.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Survey parents, AIG students, classroom teachers, and administrators
- Analyze and share data from surveys
- Acquire approval of AIG Plan from local Board of Education
- Review the AIG Program/Plan through monthly AIG meetings

**Planned Sources of Evidence:** -AIG Plan

- Parent surveys
- Sign-in sheets
- School Board Minutes
- Survey results
- Website

**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:** We would like our community to be well informed of the opportunities for our children so that they can partner with us for more! Parents/families of gifted children will be able to support the program and our services as they are well informed. Therefore this will be a focused practice.

**Goals:** To inform parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**Description:** The Public Schools of Robeson County AIG Program will focus on this practice in the following ways:

Any opportunities throughout the year will be posted on individual school AIG sites and our district AIG site. Newsletters with any opportunities will also be available to parents. We will also offer parent forms and announcements in the Hispanic language so all parents can understand.

**Planned Sources of Evidence:** -Translate forms in native languages as needed

- Utilize bilingual personnel to assist in communicating effectively
- Updated AIG website

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our AIG program wants our students to be informed of or participate in any opportunities available to them in our state or community that will advance their educational experience and put them in the forefront of the educational field.

8/8/2013

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

**Description:** The Public Schools of Robeson County AIG Program will maintain partnerships in the following ways:

- Ensure partnerships with state/national organizations such as NCAGT and NAGC
- Continue partnerships with local Chambers of Commerce
- Maintain partnerships with local businesses for grant opportunities
- Continue partnerships with North Carolina Teaching Fellow Program
- Continue partnership with North Carolina Governor's School
- Support students in applying for college scholarships

**Planned Sources of Evidence:** -Grants

- Scholarship participation
- Newspaper articles
- Teaching Fellow participation
- Governor's School participation
- Students of Excellence
- NC Scholars
- Membership in professional organizations

**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:** Our program has a carefully constructed plan that complies with standards and policy set forth in state legislation and approved by the LEA's school board and sent to DPI for review and comment. This plan will be reviewed, revised, and updated when required.

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

**Description:** The Public Schools of Robeson County will maintain this practice in the following ways:

- Surveying all stakeholders for input while reviewing/improving the AIG plan
  - AIG program coordinator and teachers will be involved in the plan's creation
- Article 9B.

Academically or Intellectually Gifted Students.

§ 115C-150.5. Academically or intellectually gifted students.

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.6. State Board of Education responsibilities.

In order to implement this Article, the State Board of Education shall:

(1) Develop and disseminate guidelines for developing local plans under G.S.

115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.

(2) Provide ongoing technical assistance to the local school administrative units in the development, implementation, and evaluation of their local plans under G.S. 115C-150.7. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

§ 115C-150.7. Local plans.

(a) Each local board of education shall develop a local plan designed to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student. The board shall include parents, the school community, representatives of the community, and others in the development of this plan. The plan may be developed by or in conjunction with other committees.

(b) Each plan shall include the following components:

(1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of academically or intellectually gifted students to appropriate services.

(2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified academically or intellectually gifted students.

(3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.

(4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to academically or intellectually gifted students, the services offered, and the curricular modifications.

(5) A plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for academically or intellectually gifted students into the total school program.

This should include a public information component.

NC General Statutes - Chapter 115C Article 9B 2

(6) The name and role description of the person responsible for implementation of the plan.

(7) A procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is not identified as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student.

(8) Any other information the local board considers necessary or appropriate to implement this Article or to improve the educational performance of academically or intellectually gifted students.

(c) Upon its approval of the plan developed under this section, the local board shall submit the plan to the State Board of Education for its review and comments. The local board shall consider the comments it receives from the State Board before it implements the plan.

(d) A plan shall remain in effect for no more than three years; however, the local board may amend the plan as often as it considers necessary or appropriate. Any changes to a plan shall be submitted to the State Board of Education for its review and comments. The local board shall consider the State Board's comments before it implements the changes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

**Planned Sources of Evidence:** -2013-2016 PSRC AIG Plan  
-2010-2013 PSRC AIG Plan  
-School websites

- AIG Website
- Agendas
- Meeting minutes
- Survey data/results

**Other Comments:** § 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. 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 1

**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:** We will maintain this practice so that our local AIG plan is implemented in order to meet requirements set by legislation for all AIG program components.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- The Public Schools of Robeson County AIG Coordinator will ensure that the AIG plan complies with all current legislation
- AIG teachers will assist with researching, writing, compiling, and reviewing all elements of the local plan

**Planned Sources of Evidence:** -Contact logs

- AIG plan
- AIG staff meeting minutes
- AIG Website
- Differentiated Education Plans
- Lesson plans
- Due Process
- Agendas
- Surveys
- Sign-in sheets

- Regional AIG meeting attendance
- North Carolina Association of Gifted and Talented Conference attendance

**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:** Our program will maintain this practice so that our allotted funds are used according to state policy and guidelines.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Maintain a purchase order notebook
- Hire AIG licensed teachers
- Purchase scientifically-based researched materials
- Allocate funds for salaries, materials, professional development, and technology

**Planned Sources of Evidence:**

- Budget
- Purchase orders
- Reports
- Licensure records
- AIG Material Inventories
- Ledger of expenditures and transactions

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** We are interested in the growth of our students across our county therefore we will maintain this practice so that our program strives to promote student growth leading into graduation.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Analyze AIG student data
- Record student performance data in AIG student folders
- Share student performance results with parents
- Collaborate with classroom teachers

**Planned Sources of Evidence:**

- NCWise reports
- Credit Recovery Enrollment roster
- Learning Accelerated Program roster
- Contact logs
- AIG student folders

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that we are aware of and promoting representation for those students under-represented in a variety of areas.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Monitor the representation of under-represented populations through monthly screening and placement reports
- Ensure screening pools are distributed and used at each school
- Provide multi-lingual forms and translators as needed
- Create Differentiated Education Plans
- Collaborate with EC and other support personnel
- Continue partnership with the Indian Education Resource Center and Duke TIP

**Planned Sources of Evidence:**

- NCWise data
- Monthly Screening Reports
- Monthly Placement Reports
- Multi-lingual forms
- AIG Website
- AIG Plan

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Our program maintains this practice so that the teachers serving AIG students have the required credentials to do so. We also want to ensure that AIG teachers are keeping their certification current in order to meet state licensure requirements.

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

**Description:** The Public Schools of Robeson County AIG Program will collaborate with the director of certification to maintain current and accurate personnel records of all AIG teachers.

#### **Planned Sources of Evidence:**

- AIG License of program coordinator and teachers
- Individual Growth Plans

#### **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:** Making sure our program meets the requirements expected not only by state policies but also those involved with AIG students, we maintain this practice through an advisory group who's feedback is sought out so that improvements and recommendations are taken seriously and implemented if needed.

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

**Description:** The Public Schools of Robeson County AIG Program will have an Advisory Board of community members, parents/guardians of AIG students representative of diverse populations, teachers of the gifted, and other professional staff who meet periodically to review the local AIG program and make recommendations.

#### **Planned Sources of Evidence:**

- AIG Advisory Board agendas
- Sign-in sheets
- Meeting minutes

**Other Comments:**

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Feedback is very important in the development and improvement in our program. In order to ensure that stakeholders are involved in this process we maintain this practice.

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

**Description:** The Public Schools of Robeson County will maintain this practice in the following ways:

- AIG teachers of the Public Schools of Robeson County will distribute surveys to students, parents/guardians, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program
- Survey data will be analyzed to create a plan to address all needs

**Planned Sources of Evidence:** -Performance reports

- Teacher consultations
- Surveys
- Survey data
- Sign-in sheets from PTA/PTO/Open House
- Student-led conferences
- Yearly Performance Reviews

**Other Comments:**

**Practice I**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** We use any data that provides information to help us review and revise our plan so that we are continually learning and improving in order to serve our students with excellence.

**Goals:** To effectively implement procedures for reviewing and revising the local AIG Plan.

**Description:** The Public Schools of Robeson County AIG Program will focus on this practice in the following ways:

- Provide appropriate training for collaboration with all involved in the revision process
- The AIG Program will be continuously assessed through AIG staff meetings

-All data will be reviewed as it becomes available

**Planned Sources of Evidence:** -AIG Plan

- Minutes from AIG staff minutes
- Survey data
- Continuing Education Units
- Prior Approval forms

**Other Comments:**

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** All data is available for public record in order to inform those interested of the evaluation of our program.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Include survey results in the creation of the AIG Plan
- Present the AIG Plan for LEA Board of Education approval

**Planned Sources of Evidence:** -AIG Website

- Meeting minutes
- Survey data
- AIG Plan

**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:** Our program maintains this practice so that all AIG students are represented and protected concerning any policies or procedures.

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

**Description:** The Public Schools of Robeson County AIG Program will maintain this practice in the following ways:

- Distribute a Parents' Rights Brochure at initial parent contact

- Secure parent permission for student testing and placement
- Issue an invitation to conference after testing
- Ensure the inclusion of all six indicators for placement through Site-Based Team meeting
- Conduct AIG folder reviews
- Provide auditors with requested AIG folders

#### Due Process/Parental Rights

All students must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the student at no expense to the parent and according to the guidelines of the Public Schools of Robeson County's Academically /Intellectually Gifted Plan.

#### Your Rights as a Parent

#### Referral

When any person thinks that a child is intellectually and academically gifted and may need differentiated educational services, that person should tell school personnel in writing the reason(s) for referring the child. The referral should include characteristics and strengths the student possesses that might require differentiated services. If the child/student is enrolled in a public school, the referral should be given to the child's teacher or principal or to the chairman of the AIG Site-based Team.

#### Screening

After a child has been referred, in order to determine his/her need for differentiated services in the academically/intellectually gifted program, a screening process must be followed:

- Achievement: Standardized achievement test score at 90% or above on Reading or Math.
- Aptitude: Reading Criteria:
  - Path One: 85% or higher on CogAT Verbal age score and 85% or higher on ITBS Reading
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS ReadingMath Criteria:
  - Path One: 85% or higher on CogAT Quantitative age score and 85% or higher on ITBS Math
  - Path Two: 85% or higher on CogAT Composite age score and 85% or higher on ITBS Math
  - Path Three: 85% or higher on CogAT Nonverbal age scores and 85% or higher on ITBS Math
- Motivation: A minimum rating of 90% on the Personal Characteristics Scale for parents or the Gifted Rating Scale-motivation for teachers.
- Performance: "A" average in Math or Reading for a full year.
- Interest: Evidence of projects or work samples well above grade level expectation, high student self-rating on survey, a broad range of extra-curricular activities.
- Observation: A minimum rating of 90% on a Gifted Rating Scale completed by one or more teachers.

-K-2: Students are screened for participation in our Nurturing Program. Formal testing will be considered at third grade.

#### Evaluation

- Parents must give written permission before individual evaluations are administered.
- Testing and evaluation materials must be selected and administered so as not to be racially or culturally biased.

- Selected tests should include those that measure educational achievement and/or aptitude.
- Student eligibility for differentiated services will be determined using multiple criteria by the AIG Site-based Team trained to select appropriate options for the individual student.
- Multiple criteria will be used for placement.
- A review of eligibility will be conducted yearly.

If parents do not agree with the school's decision concerning eligibility, they have a right to submit results of an independent educational and intellectual evaluation. This evaluation must be given by a qualified examiner who is not employed by the education agency responsible for the child's education. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the program for academically /intellectually gifted students, although those results will definitely be considered. The school system does not pay for independent educational and intellectual evaluations. Parents also have the right to ask to meet with the AIG Site-based Team to review the decision.

Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that the options chosen are based on the needs of the student. For students identified as academically or intellectually gifted, a differentiated educational plan (DEP) must be written. Placement will reflect student strengths and include the options considered by the school site team as appropriate to meet the student's educational needs.

Student progress will be reviewed annually. Recommendations for differentiated options for the next grade levels will be made at those times. Service to students will be based on the individual student's need for differentiated education. Emphasis will be placed on providing the appropriate student-service option match so the student will experience and demonstrate growth in academic subjects rather than labeling students as "gifted" or "not gifted."

If parents disagree with any decision(s) of the AIG Site-based Team regarding referral, identification, or services, the following procedure will be followed:

1. The parent(s) may request in writing a conference with the AIG Site-based Team.
2. If parents still disagree with the committee's decision, the parent(s) may appeal the decision by making a written request to the principal within thirty days of the conference with the AIG Site-based Team. The principal will review the decision of the team and grant the parent a conference within five school days of the parental request. After the principal and parents have met, the principal will provide to the parent(s) a written decision within five days of the conference.
3. If the principal's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the superintendent. The appeal to the superintendent must be made within five days of receiving the principal's response. The superintendent will review the concern within five days of receipt of the appeal. The superintendent will respond in writing within ten school days concerning the outcome of his review to the parent and the principal.
4. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parents may appeal to the Board of Education. The appeal must be made in writing within ten days of receiving the superintendent's response. The Board will offer a final written decision within thirty days.

**Planned Sources of Evidence:** -Parents' Rights Brochure

- Permission to Evaluate
- Invitation to Conference
- Site-Based Team meeting minutes
- AIG website

- AIG student folders
- Differentiated Education Plan

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

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