

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

Approved by local Board of Education on: 03-JUN-13

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Submitted to NC Department of Public Instruction on: JULY 02, 2013, 11:09:46

Revision Submitted to NC Department of Public Instruction on: JULY 02, 2013, 11:09:46

Tyrrell 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, Tyrrell County Schools local AIG plan is as follows:

Tyrrell County Schools Vision for local AIG program: • To create a learning environment that values and nurtures the development of intellectual ability, creativity, problem solving and decision making and encourages all students to develop to their fullest potential

- To provide an identification process that uses multiple criteria to appraise student need for differentiated services
- To provide a variety of program options through the Service Delivery Plan (K-12) which supports the individual development of academic skills, interests, talents, and social/emotional needs of gifted students
- To provide flexible pacing policies and procedures that allow students demonstrating mastery to move through the curriculum at their own pace
- To utilize school and community resources to meet the diverse needs and interests of identified students
- To provide highly qualified personnel to help students become more independent, self-directed learners

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

State Funding	Local Funding	Grant Funding	Other Funding
\$28358.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although Tyrrell County Schools has completed some of the activities listed below not all activities have yet been implemented. According to the self-assessment more work needs to be done in this area.

Goals: Inform school personnel, parent/families, students, and community-at-large of Tyrrell County's AIG program

Description: Tyrrell County Schools has written detailed procedures for screening, referring and identifying gifted students. This information will be accessible to parents/family, community, and school personnel by:

-Post information on the Tyrrell County Schools, Tyrrell Elementary, Columbia Middle, and Columbia High School websites.

-Have information handbooks available at all schools.

-Principals share AIG plan at faculty meeting in August.

-Teachers share the information with parents at open house night.

-Publish AIG information in student handbook.

Planned Sources of Evidence: School Web pages

Student Handbooks

AIG Handbook

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: Tyrrell County Schools has a county-wide identification process in place and uses multiple criteria for placement. After researching available products, the county has purchased additional materials to help with the identification process.

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

Description: Each school within the Tyrrell County Schools system will have a committee to serve as an identification /placement team. These committees will consist of:

- Academically/Intellectually Gifted Coordinator (Building and/or LEA Level)
- Principal and/or designee
- School Counselor
- At least one regular teacher representative from the grade spans (K-2, 3-5, 6-8, 9-12) of the school

Each member of these teams will be personnel with AIG licensure if at all possible. The student's regular education teacher will be invited to give verbal or written input.

The principal's designee will present aptitude data gathered from general screenings and/or individual referral testing, achievement and performance data, and regular education teacher input to the identification/placement team who will look for multiple indicators of giftedness. Tyrrell County Schools have a variety of non-traditional and traditional standardized measures that they use in the identification of students.

Elementary School K-5

Primary Test of Cognitive Skills
Naglieri Nonverbal Ability Test
Woodcock Johnson III Tests of Achievement
Gifted Rating Scales (GRS)
Scales For Identifying Gifted Students (SIGS)
InView–A Measure of Cognitive Abilities (Grades 2-5)
Cognitive Abilities Test (CogAT)
Terra Nova (purchase as funds become available)
Raven Progressive Matrices (Grades 1-5)
North Carolina End of Grade Math and Reading Grades 3-5)
K-2 Literacy Assessment
K-2 Math Assessment

Middle School 6-8

Naglieri Nonverbal Ability Test
Terra Nova (purchase as funds become available)

Woodcock Johnson III Tests of Achievement
Gifted Rating Scales (GRS)
Scales For Identifying Gifted Students (SIGS)
InView—A Measure of Cognitive Abilities (Grades 2-5)
Cognitive Abilities Test (CogAT)
Raven Progressive Matrices
North Carolina End of Grade Math and Reading Grades 3-5)

High School 9-12

Naglieri Nonverbal Ability Test
Terra Nova (purchase as funds become available)
Woodcock Johnson III Tests of Achievement
Gifted Rating Scales (GRS)
Scales For Identifying Gifted Students (SIGS)
InView—A Measure of Cognitive Abilities (Grades 2-5)
Cognitive Abilities Test (CogAT)
Raven Progressive Matrices
North Carolina End of Course

Planned Sources of Evidence: Team minutes

Student data summary sheets

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: Although we currently have screening, referral and identification procedures in place, we will need to analyze data to ensure that we are serving traditionally under-represented populations.

Goals: Tyrrell County's goal is to analyze demographic data to compare our program demographics to the district's demographics, implement a nurture group in K-3, and continue the nurture program in 4-12.

Description: Tyrrell Elementary School will develop and implement a K-3 nurture program to establish a strong pool of candidates for the purpose of screening and serving all populations.

Tyrrell County Schools (Elementary, Middle, and High) will continue to provide nurturing opportunities in grades 4-12. Student information will be revisited annually to determine AIG eligibility.

Tyrrell County Schools will continue to use multiple tests and criteria in the identification process.

Tyrrell County Schools set high standards and expectations for all students. We provide opportunities for students to take higher level classes by having open enrollment in all AP and Honors classes.

Planned Sources of Evidence: Student data
nurture list

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: Tyrrell County Schools uses multiple criteria for identification of AIG students. Our plan has identified procedures for the screening, referral, and identification of students throughout the district. Identified forms are used across campuses to ensure consistency.

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

Description: Referral/Screening

A pool of students requiring differentiated instruction will be identified at various grade levels using multiple screening instruments. Referred students will be screened utilizing the Primary Test of Cognitive Skills at kindergarten level and the Test of Cognitive Skills 2 at the second grade level. Referred students in grades K-3 will be identified as a "nurtured student". All third grade students will participate in a general screening with either the Raven Progressive Matrices or the Naglieri Nonverbal Ability Test. Other LEA approved assessments may also be utilized. All End of Grade test results for grades 3-8 will be reviewed yearly for students scoring at the 92nd percentile or above.

Screening is an on-going process. Opportunities are available for teacher, student, and/or parent nomination at all grade levels at any time.

Teachers will use checklists and rating scales to help recognize under-achieving, under-served, and/or culturally diverse students who may require differentiated instruction.

All referred non-English speaking students will be screened utilizing a non-verbal ability test. For non-English speaking Spanish students, all forms, letters, and test directions will be given in Spanish.

In the screening process, each student will be viewed as an individual without limiting the need for differentiation to any one score or measure.

Identification:

Each school within the Tyrrell County LEA will have a committee to serve as an identification /placement team. These committees will consist of:

- Academically Intellectually Gifted Building and/or LEA coordinator
- Principal and/or designee
- School Counselor
- Regular teacher representative(s) from the grade spans (K-2, 3-5, 6-8, 9-12) of the school

Each member of these teams will be personnel with AIG licensure, if at all possible.

The principal's designee will present aptitude data gathered from screenings as well as achievement and performance data, and regular teacher input to the identification/placement team who will look for indicators that show a need for services. Data may be gathered from a combination of, but not limited to the following instruments:

- o Primary Test of Cognitive Skills/ Test of Cognitive Skills-2
- o Naglieri Nonverbal Ability Test (in English or Spanish)
- o Woodcock Johnson III
- o TOPS (2010)
- o Raven Progressive Matrices
- o North Carolina EOG/ EOC
- o Cognitive Abilities Test
- o Gifted Rating Scales
- o Scales For Identifying Gifted Students

From the data presented, the identification /placement team will look at the following areas:

- Aptitude
- Achievement
- Performance
- Observation of student (teacher input)
- Interest
- Motivation

From data presented to the team, a student may be designated as clearly needing or not needing gifted services, and a pool of students (nurture list) will be selected for further review and consideration for program eligibility. The team may also request additional testing. The team will make decisions based on the demonstrated educational needs of the student. There are no gateways or cutoff scores in the identification process in Tyrrell County Schools. In general, the team looks for scores at or above 92nd percentile in all areas: aptitude, achievement, performance, but a student with lower scores in any of the above areas may still be considered. Different options will be appropriate for different students depending on the level of differentiation needed.

The AIG Coordinator will obtain permission to test from the parent/guardian for any aptitude or

achievement testing that will not be generally administered in the regular school program, and record the information used in making the decision on the student identification placement record and present the student data form to the team for identification.

Upon identification of a student by the team, the principal's designee will prepare a Differentiated Education Plan (DEP) outlining the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, middle school and high school). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) should be completed by the principal's designee for each student annually. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the Differentiated Education Plan, should be added to the nurture list. The principal's designee will also obtain permission from the parent/guardian to place the student in the option(s).

It should be noted, that the Academically Intellectually Gifted Program in Tyrrell County is a total inclusion program with regular education teachers providing the majority of service options. Some service options may be provided by support personnel.

Planned Sources of Evidence: To maintain consistency the following steps are used:

1. Maintain an AIG committee at each school with appropriate members (see Standard 1 Practice B)
2. Use county approved screening, referral, and summary data forms
3. Review/audit AIG files each summer

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: Tyrrell County's AIG program has a clear and consistent plan in place to address the rights of AIG students. It is important to maintain this practice to provide students and their families/parents an avenue for resolving disagreements with the school.

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

Description: Reassessment Procedures:

Students on the nurture list will be reassessed at regular intervals to determine eligibility for AIG services

Students identified AIG in one area will be reassessed at regular intervals to determine eligibility for AIG services in the non-identified area.

Transfers from LEAs:

Any student who transfers with evidence of participation in a program for academically or intellectually gifted students will be honored. The system will allow the child probationary admittance into the program. If the child performs satisfactorily, the student will be allowed to remain. If the student's performance is not satisfactory, the placement committee will convene for recommendation and invite the parent(s) to a conference.

If there is no match with the former program of services and the Tyrrell County Schools program of service, student needs will be aligned as closely as possible with the Tyrrell County Schools array of options, and student performance will be closely monitored and realigned if necessary.

Resolving Disagreements.

In the event that a disagreement should occur between parents or guardians and the local school administrative unit when a child is not identified to receive differentiated curriculum or instruction or concerning the appropriateness of services offered on the DEP , the following steps should be taken:

- Meeting with the teacher and/or principal at the local school level. If no resolution then
- Review of disagreement by AIG Building level Coordinator and/or AIG District Coordinator.

If no resolution then

- Discussion with the county superintendent or his designee. If no resolution then
- Review by the Tyrrell County School Board

At any point in the hierarchy of the discussions, the Tyrrell County School System may consider the possibility of mediation with an impartial facilitator.

§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 both parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

If the parents/guardians choose to petition an Administrative Law Judge, attorney's fees are not available to parents in the event they prevail in a due process hearing.

Informed Consent:

The principal's designee will obtain permission to test from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program, and record the information used in making the decision on the student identification placement record and present the student data form to the team for identification.

Upon identification of a student by the team, the principal's designee will prepare a Differentiated Education Plan (DEP) that outlines the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, middle school and high school). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) should be completed by the principal's designee for each student each year. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the Differentiated Education Plan, should be identified and an Individual Differentiated Plan should be developed to meet their needs. The principal's designee will also obtain permission from the parent/guardian to place the student in the option(s).

Planned Sources of Evidence: Tyrrell County AIG Plan

Student's Differentiated Education Plan

Parent Notice and Consent for Evaluation

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: Tyrrell County Schools have developed a Differentiated Education Plan (DEP) that is used for initial placement and annual review of service options. Document are reviewed and signed annually with parents/families. All documentation is kept in the student's AIG file.

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

Description: All parents/guardians meet with teachers once a year to develop the Differentiated Education Plan.

Parents are informed of their student's progress at the end of each nine weeks.

A final yearly review will be sent/ discussed with the parent at the end of the school year.

Parents/guardians have an opportunity to review and amend the plan at any time during the school year.

Files will be reviewed annually to verify that all documentation is in order

Planned Sources of Evidence: Student File

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: Teachers currently serve their AIG students in classroom with additional enrichment and extension support from staff members. It is the county's expectation that the teachers adapt the NC Standard Course of Study to meet the needs to the gifted student.

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

Description: Enrichment and extension learning activities of the NC Standard Course of Study are achieved as classroom teachers use pre- and on-going assessments of students to determine the direction of their instruction. In many circumstances within the elementary classroom high achieving students use time gained through compacting to participate in independent study, centers, and flexible grouping opportunities that enhance units of study. In this manner classroom teachers are able to adapt the traditional curriculum to differentiate units of study that meet state standards of learning.

Middle and secondary classroom teachers frequently serve classes grouped by ability allowing for greater depth, breadth, and complexity of course objectives. When academic need is greater than can be offered within the regular classroom setting, multiple opportunities exist for students such as dual enrollment in college classes, access to NC Virtual Public School, and grade or course acceleration.

The following differentiated activities provided by the regular education teachers may include but are not limited to the following:

- flexible grouping
- compacting
- scaffolding
- targeted questioning (Blooms Revised Taxonomy)
- independent studies/projects
- Accelerated/advanced math
- centers
- special interest pull-outs/projects
- AP/Honors/College courses in the high school
- leveled instruction for math and reading

Enrichment activities are determined and provided by teachers and support staff on an annual basis. They may include but are not limited to the following:

Elementary School level -

- Geo Caching
- School news program
- DUKE Tip participation
- Curriculum Related Enrichment Trips

Middle School level -

- Curriculum Related Enrichment Trips
- Destination Imagination
- Science Olympiad
- Webmaster Club
- Virtual Field Trips
- Duke Tip participation
- AIG Focus Group (Club)

High School level -

- Competitive Academic Events (Math Competitions, AMC 10, AMC 12, Beta Competitions)
- Summer Enrichment Experiences (Governor's School, HOBY, Governor's Page Program, Summer Ventures)
- Curriculum Related Enrichment Trips

Planned Sources of Evidence: Red/Grey academic folders

Building level plans

Student Differentiated Education Plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Tyrrell County Schools understand that students learn differently and the importance of providing instruction linked to learning styles. Gifted learners, specifically, have their own learning needs, and these are addressed through our current program practices. It is important to maintain this practice.

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

Description: Curriculum differentiated instruction practices implemented to address the diverse learning needs of gifted students in Tyrrell County Schools may include, but are not limited to the following:

- Sheltered Instruction Observation Protocol (SIOP)
- Product Based Learning (PBL)
- Cooperative Learning
- Literature Circles
- Thinking Maps
- Curriculum Compacting
- Learning Centers/Contracts
- Incorporation of Revised Bloom's Taxonomy in activity development and questioning techniques
- DeK (Depth of Knowledge)
- Howard Garner's Multiple Intelligences
- Primary Education Thinking Skills for K-3 nurtured students
- Interest Centers
- Independent Study
- Tiered Assignments
- Enrichment classes based on student interest

Planned Sources of Evidence: Student Differentiated Education Plan

Building level AIG 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: Tyrrell County Schools provide a variety of researched-based resources for Regular Education Teachers to use in the classroom with AIG/ nurture students. Teachers at all grade levels have access to supplemental materials.

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

Description: Provide a variety of researched based supplemental resources such as:
Elementary School Teacher Resources:

Methods and Materials for Teaching the Gifted
More Units of Instruction for Gifted Learners
Private Eye School: More One-Hour Mysteries
Strategies for the Tech-Savvy Classroom

Hands on Physical Science: 75 Real Life Activities for Kids
Helping Gifted Children Soar: A practical Guide for Parents and Teachers

K-2

Accelerated Reader (upper level reading material)
P.E.T.S and Pieces of Learning
Math Rules! Set
Soaring with Numbers
National Geographic
digital and flip cameras
Kindles
Ipads

3-5

Junior Great Books
Accelerated Reader (upper level reading material)
Geocaching
TES News
Science and Math Jeopardy
National Geographic
digital and flip cameras
Kindles
Ipads

6-8

Accelerated Reader (upper level reading material)
Scrabble
Kindles

9-12

digital and flip cameras
Kindles
iMacs
Virtual classes

All of the above support our AIG students' learning as they work on independent special interest activities and projects. Additionally, in all grade levels, our classroom teachers implement the following research based methods of instruction but are not limited to:

- Use of Revised Blooms Taxonomy
- Thinking Maps
- Marzano's High Yield Instructional Strategies
- Sheltered Instruction Observation Protocol (SIOP) Strategies

Planned Sources of Evidence: Progress notes on student plans

Student Products

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: Tyrrell County Schools realize the importance of preparing our gifted students for the 21st century. To help prepare students, regular education teachers have received training in 21st century content and skills. Teachers have started implementing these skills with AIG/nurture students.

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

Description: Activities at the schools include but are not limited to:

Middle and High School involve their students in a variety of competitions (Math, Geography, Science, Spelling, Art, Destination Imagination) that involve critical thinking and problem solving, high level of communication and collaboration and global awareness, civic and economic literacies, and health awareness

High School students attend enrichment programs (Governor school) that foster leadership skills

Elementary School uses a variety of advanced technologies- Geochaching, TES News, TES website development, flip and digital cameras, Kindles and Ipads

Elementary School's National Geographic exposes students to global awareness, civic and economic literacies, and health awareness

Teachers in all schools have been trained on 21 century content and teaching strategies to meet the needs of diverse learners in the classroom.

Planned Sources of Evidence: Student Differentiated Education Plan

Building level plans

Student test data

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Tyrrell County teachers use both formal and informal assessments in the classroom to provide data for classroom differentiation.

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

Description: General Education Teachers will use one or more of the following to differentiate classroom instruction and activities:

EOG/EOC results - Data notebooks are created by each teacher including EOG/EOC results tracked over a three year period. In this analysis, teachers can dis-aggregate data to determine their effectiveness with meeting the needs of their high achieving students by analyzing growth.

Pre-and Post tests - Using the results of these assessments, teachers are able to identify students for compacting opportunities.

Report cards - School counselors review report cards to identify students that may not be performing up to expectations.

K-3 Literacy Assessment (DIBELS) - This data is used to benchmark growth and assist in the identification of high functioning students.

K-2 Math Assessment - This data is used to benchmark growth and assist in the identification of high functioning students.

STAR Report/ AR Student Record - These reports are used to determine appropriate reading levels and to track student progress.

Nine Week tests data analysis - This data is used to help identify students for flexible and cluster grouping.

EVAAS - EVAAS data is used to analyze teacher effectiveness in meeting the needs of all students.

Planned Sources of Evidence: Student portfolio

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: Tyrrell County schools provide social and emotional support to AIG students through lesson plans, grouping, field trips, and guidance counselor support. We realize that we still need to work on improving our cluster grouping within grade levels.

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

Description: Create lessons that address the social and emotional needs of AIG learners.

- Interest based curriculum and projects to develop strengths and self-efficacy
- Development of self-advocacy and strategies for coping with challenge
- Opportunity to learn with others with similar interests, abilities and motivation
- Appropriate level of challenge in the regular classroom

Cluster grouping (AIG students clustered together in a grade level classroom based on the students identified area of need).

•If a grade level does not have at least 5 identified students, the students that are identified must be placed together

Flexible grouping

Chances for all AIG students to work together (academically and socially)

Opportunity for students on the nurture list to participate in projects with AIG students

The guidance counselor at each school is available to provide emotional support to AIG students on a referral basis.

Planned Sources of Evidence: AIG / nurture student roster

Lesson plans

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Previously, students at the Elementary School were being identified through teacher recommendation. Tyrrell Elementary School recognized that it needed a school wide identification and service model for nurtured students in grades K-3. Students need additional support, educational

experiences, and enrichment to cultivate and develop their potential.

Goals: The goal of the Nurturing Program is to:

1. Establish increased rigor for all students with an emphasis on broadening academic experiences for under-served populations.
2. Nurture gifted behaviors in children who may come from environments where opportunities for developing the knowledge, skills and experience are limited.

Description: EARLY ENTRANCE TO KINDERGARTEN: The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16th to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. The parents/guardians present information to the principal to support that the child has extraordinary academic ability and is appropriately mature to justify early admission. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Guidelines are approved by the North Carolina State Board of Education, updated November 1998. The North Carolina general statute 115C-364 provides that a child, who on or before April 16, has passed the fourth anniversary of his/her birth, to enter kindergarten. This may occur if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. Specific guidelines for early entrance will be used to make this decision.

The AIG Director will review the files of students admitted to school according to these guidelines.

Teachers in Grades Kindergarten through 3rd grade will use the following criteria for identifying students to be nurtured :

Student must meet 2 of the 4 criteria below:

1. Dibels scores (must score above currently assigned grade level)
2. State recognized Math Assessment (must score above currently assigned grade level)
3. Report card grades (indicating above average performance on grade level work)
4. Checklist (such as Anne Harris' Stage Checklist). Students must display strengths in the majority of items under each subset. Students need to have more than 5 out of the 9 subsets checked as strengths to meet this criteria.

The teachers will use the above criteria to identify students during the first 9 weeks of the student's attendance in school. Parents will be informed, at the nine week report card conference, that their child has met the criteria and will be participating in nurturing activities. Teachers will send a list of identified students to the building level AIG Coordinator who will compile the list and send it to the Principal and AIG Director.

The K-3 program recognizes and nurtures children who demonstrate the potential for exceptional academic performance. Activities include, but are not limited to:

1. Flexible grouping based upon ability and demonstrated need
2. Curriculum Compacting, and Acceleration

3. PETS program (Primary Education Thinking Skills)
4. Math Rules!
5. Math Stars!
6. Math and Reading enrichment and extension using internet sites
7. Reading extension and enrichment using books downloaded on Kindles
8. Independent study on topics of interest to the student
9. U-Stars~Plus

Planned Sources of Evidence: Nurture list
student portfolio

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Educators who collaborate are better able to realize and address the needs of gifted learners. Staff collaborate to develop and implement differentiated curriculum and instruction to efficiently create effective learning experiences. Exceptional Teachers are part of the team when identifying, writing a DEP, and serving students who are be dually exceptional.

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

Description: A building level AIG plan is developed annually matching the strengths and needs of the AIG students with the appropriate service option provided by school personnel.

Appropriate staff, including the exceptional children's teacher, collaborates with the principal designee to help develop and implement the Differentiated Education Plan .

Planned Sources of Evidence: Differentiated Education Plan

Building Level AIG Plan

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The principal designee in each school meets with parents /guardians annually to develop a Differentiated Education Plan for the AIG student. Teachers and parent/guardians collaborate to address appropriate program options for the student.

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

Description: 1. Tyrrell County Schools utilize multiple indicators for identification and placement. These indicators are considered of equal importance; each giving necessary information. Data from no one assessment instrument can qualify or exclude a student for AIG placement.

2. AIG identification and placement is a team decision. The AIG identification team consists of regular education teacher/s, AIG Coordinator and/or building principal, grade level representatives, and counselors. The placement team consists of the parent, and regular education teacher/s; at the high school the counselor is included and oversees this process. Upon identification and placement of a student by the team, the regular education teacher/s, with input from the parent/s, will annually prepare a Differentiated Education Plan (DEP) that outlines the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, and middle school). At the high school level, the principal designee will prepare the Differentiated Education Plan (DEP). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the student during those grade configurations. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the Differentiated Education Plan should be identified, and an Individual Differentiated Education Plan developed to meet their needs.

3. DEP's and IDEP's are developed each year by principal designee and copies are reviewed with parents within 30 calendar days from the students first day of enrollment for the school year. All teachers, school counselors, and administrators involved with gifted instruction will have access to AIG folders and the information therein pursuant to Tyrrell County Policy 474: STUDENT RECORDS Rights under FERPA (Family Educational Rights and Privacy Act) for Elementary and Secondary Institutions. AIG records are stored under lock and key in the Records Room at Tyrrell Elementary School, in the Guidance Office of Columbia Middle School, and in a Guidance Office of Columbia High School.

4. DEP'S may be modified by the classroom teacher or principal designee at any time with parent participation and input. If modifications are needed in program instruction for any reason, the classroom teacher(s) or principal designee documents the need for change and any modifications made in the performance review (progress note) section of the DEP.

5. Providers of the various program service options will document individual student progress at the end of each nine weeks. Copies of the Performance Review will be sent to parents and included in the student's AIG folder.

Planned Sources of Evidence: Differentiated Education Plan

Other Comments:

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG licensed educators understand the needs of gifted learners and ensure that the students' needs are met by programs and practices. Having our students and our program monitored by a professional at each school, in collaboration with the district coordinator, who understands and is trained in gifted curriculum is essential to meeting the needs of the gifted learners. Tyrrell County currently employs an AIG-licensed educator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

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

Description: The Superintendent will designate an administrator to serve as Tyrrell County Schools' AIG-Licensed educator. Specific roles and responsibilities include but are not limited to the following:

- Advocate for gifted education and gifted students across the school system
- Develop, plan, monitor, and coordinate the program for gifted services across the system
- Support and provide AIG related professional development for regular education teachers
- Monitor the nomination, referral and identification process to ensure consistency across the school system
- Interpret AIG standards for district personnel
- Disseminate AIG information to school personnel and parents/guardians
- Develop program compliance procedures and documentation instruments
- Attend and participate in state and local meetings

Each school in Tyrrell County will identify an AIG-Licensed educator to serve as the building AIG Coordinator. Specific roles and responsibilities include but are not limited to the following:

- Assist with developing, planning, monitoring, and coordinating the program for gifted services at the building level
- Participates and chairs the eligibility and placement of nominated students at their school on the AIG School-based Committee
- Collaborate with school counselor to administer assessments for AIG placement
- Follow procedure for identification and service requirements
- Collaborate with school counselor to monitor the performance of identified students
- Serve as liaison between AIG program and school staff
- Provide essential AIG documents in Spanish to parents as needed

Planned Sources of Evidence: Building Level AIG Coordinator's License

County Level AIG Coordinator's License

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: Tyrrell County Schools provides professional development for the Regular Education Teachers and support staff to ensure quality, rigorous, current research-based instruction for all students including AIG.

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

Description: To ensure the professional development needs of the regular education teachers are met, the building level AIG Coordinator will provide, but is not limited to, the following:

- Meet with regular education teachers and staff to determine needs
- Budget appropriate funding in school level AIG plans for faculty to attend the regional and state AIG conference on a rotational cycle
- Arrange training for small groups/ entire staff as determined by regular education teachers' needs

When funding is available, teachers will be reimbursed for classes taken for AIG certification

Planned Sources of Evidence: Needs assessment list generated annually

Building level plans

Training agendas and sign in sheets

List of faculty attending AIG conference

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: Tyrrell County school's provide opportunities for teachers to attend workshops, and regional and state conferences during the year. At this time there is no specific requirement for all teachers.

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

Description: Teachers will participate in professional development in the field of gifted education to provide knowledge and implementation of the current and best practices defined in the field, the characteristics of gifted learners, and their related social and emotional development.

Based on professional development need, teachers will be encouraged to attend conferences such as but not limited to: (as budget allows)

1. Regional AIG Conference
2. NC AIG Conference
3. AIG Certification through ECU
4. workshops/ professional development on gifted education

Planned Sources of Evidence: faculty meeting agendas
certificate of attendance

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Tyrrell County Schools does not have teachers certified in AIG employed at every grade level. Teachers are encouraged to work on AIG certification with financial support from the district when funding is available.

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

Description: When possible, principals will cluster group AIG identified students with teachers who

have AIG licensure. AIG certified teachers are identified at each school. Additional teachers are selected according to grade level/course need to participate in AIG add-on certification programs as funding allows. On occasion, due to the number of AIG identified students at a grade level or in a course, students may be placed with non-AIG certified staff. Whenever this occurs, these teachers work collaboratively with AIG certified teachers to develop instruction that meets the needs of the students in their class.

Planned Sources of Evidence: Roster of AIG licensed teachers.

Class rosters with identified AIG students listed.

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: Staff development days are built into the school calendar on a yearly basis. The Director for Curriculum and Instruction meets with the administrative team to determine needs and write a professional development plan for the school year.

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

Description: While we are looking to the future to more fully identify AIG professional development needs that align with the new curriculum, presently regular education teachers, who work with AIG students, will be provided equal opportunities to attend professional development activities. Some of these include, but are not limited to:

- SIOP Training
- AIG State Conference
- "Meeting the Needs of Diverse Learners" training conducted by DPI consultant
- "Co-Teaching" training conducted by DPI consultant
- FALCON (Formative Assessment) modules completed district-wide
- "Data Driven Instruction" training conducted by Teacher Academy

Planned Sources of Evidence: Agendas and sign in sheets for building level staff development

CEU History Report

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: Tyrrell County Schools align their professional development opportunities with North Carolina Professional Teaching Standards Evaluation Rubric, which include 21st century skills and content at advanced levels.

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

Description: AIG teachers will continue to consider state and national standards when creating Differentiated Education Plan (DEP).

AIG teachers will be evaluated on the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st Century Skills.

AIG teachers will continue to attend local and state AIG-related conferences, as funding allows, keeping up-to-date on state and national standards and best practice.

Incorporate technology provided by the district into AIG curriculum to promote 21st Century Learning Skills.

Planned Sources of Evidence: Differentiated Education Plan

CEU History Report

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: Tyrrell County Schools does not employ a AIG specialist but does employ several AIG regular education teachers at each grade span Pre-K-5, 6-8, and 9-12. Teachers are given grade level planning time to collaborate on instructional practices for AIG students.

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

Description: K-5

Teachers meet once every 6 days for grade level team planning. At least one teacher per grade level is AIG Certified and offers suggestions on ways to implement strategies to meet the needs of their

AIG students.

Additionally all teachers meet in a Professional Learning Community to discuss ways to implement readings assigned by the principal on meeting the needs of AIG students.

6-8

Teachers meet once per week by grade level team and in integrated Professional Learning Communities to discuss how to meet the needs of AIG students. Additionally, the principal assigns reading on meeting the diverse needs of students.

9-12

Teachers collaborate across curricula as appropriate. The integrated units and projects designed in this collaboration enhance the depth of understanding for more advanced students.

Planned Sources of Evidence: team/grade level planning minutes (Tyrrell Elementary School and Columbia Middle School)

student work products

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: Researchers Allan, 1991; Feldhusen, 1989; Fiedler, Lange, & Winebrenner, 1993; Kulik and Kulik, 1990; Rogers, 1993 clearly document the benefits of keeping gifted students together in their areas of greatest strength for at least part of the school day. It also appears that all students, including average and below average students, may benefit when gifted students are placed in their own cluster (Gentry, 1999). Tyrrell County Schools strives to cluster group AIG students, when possible, to deliver AIG services.

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

Description: When possible, principals will cluster-group AIG identified students with teachers who have AIG licensure. AIG certified teachers are identified at each school. Additional teachers are selected according to grade level/course need to participate in AIG add-on certification programs as funding allows. On occasion, due to the number of AIG identified students at a grade level or in a course, students may be placed with non-AIG certified staff. Whenever this occurs, these teachers work collaboratively with AIG certified teachers to develop instruction that meets the needs of the students in their class.

Tyrrell County Schools utilize multiple indicators for identification and placement. These indicators are considered of equal importance; each giving necessary information. Data from no one assessment instrument can qualify or exclude a student for AIG placement.

AIG identification and placement is a team decision. The AIG identification team consists of regular education teacher/s, AIG Coordinator and/or building principal, grade level representatives, and counselors. The placement team consists of the parent, and regular education teacher/s; at the high school the counselor is included and oversees this process. Upon identification and placement of a student by the team, the regular education teacher/s, with input from the parent/s, will annually prepare a Differentiated Education Plan (DEP) that outlines the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, and middle school). At the high school level, the principal designee will prepare the Differentiated Education Plan (DEP). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the student during those grade configurations. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the Differentiated Education Plan should be identified, and an Individual Differentiated Education Plan developed to meet their needs.

DEP's and IDEP's are developed each year by principal designee and copies are reviewed with parents within 30 calendar days from the students first day of enrollment for the school year. All teachers, school counselors, and administrators involved with gifted instruction will have access to AIG folders and the information therein pursuant to Tyrrell County Policy 474: STUDENT RECORDS Rights under FERPA (Family Educational Rights and Privacy Act) for Elementary and Secondary Institutions. AIG records are stored under lock and key in the Records Room at Tyrrell Elementary School, in the Guidance Office of Columbia Middle School, and in a Guidance Office of Columbia High School.

DEP'S may be modified by the classroom teacher or principal designee at any time with parent participation and input. If modifications are needed in program instruction for any reason, the classroom teacher(s) or principal designee documents the need for change and any modifications made in the performance review (progress note) section of the DEP.

Providers of the various program service options will document individual student progress at the end of each nine weeks. Copies of the Performance Review will be sent to parents and included in the student's AIG folder.

Tyrrell County Schools also understands the need to vertically align student service options based on interest and strength areas. We will be actively investigating effective ways to meet this need.

Planned Sources of Evidence: Student's DEP

Progress notes

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Tyrrell county's process of identification specifies student's academic area(s) of strength. AIG students are served in the area of AIG identification and their program(s) and services are aligned with the LEA program goals and resources.

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

Description: AIG students will be served in their identified area. While Tyrrell County Schools only identifies students in the area of reading and/or math, service options and instructional opportunities are based on student interest and student talents (i.e. art, music, drama, oral and written communications, science, geography and inter- and intra-personal skills) integrated with reading and/or math skills.

Service options, which are aligned with LEA program goals, are determined on an annual basis through collaboration with parents and school staff. Service options are finalized based on student interest, availability of adult sponsors and funding.

Planned Sources of Evidence: AIG student folder

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Since we use the inclusion model of service delivery students are connected to the total instructional program. The self-assessment indicates that most AIG students are receiving differentiation in the regular classroom. There are some areas that we need to continue to focus on such as clustering students. The principals make available and encourage their staff to attend state and regional AIG professional development when available.

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

Description: Services within the AIG Program build on the Standard Course of Study by incorporating 21st Century Skills to modify and supplement the academic knowledge attained at all grade levels. The DEP details the rigorous and challenging service delivery options offered annually. While differentiation for our AIG students occurs daily through inclusion in the regular classroom, many of our service options are offered outside of the regular school day yet are consistently aligned to regular classroom instruction and the NCSCOS. Staff and parents collaborate annually to determine options. Finalization of service options offered each year is contingent upon student need, interest, availability of adult sponsors, and funding.

Tyrrell county Schools will expect:

DEP written annually with challenging service delivery options

Instruction differentiated for AIG students

Students clustered in their area of strength

Teachers to use pre- tests to compact curriculum

Planned Sources of Evidence: Student AIG plan

Classroom pacing guides

Classroom observations and/or lesson plans

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: All school personnel involved with AIG students need to understand and implement gifted standards. Surveys indicate that some staff are not aware of the procedures for referring and identifying students. Schools will continue to disseminate information to all staff and parents.

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

Description: AIG building level coordinators will inform teachers annually of identified AIG students

AIG building level coordinators will collaborate with teachers and support staff to write a building level AIG plan that will discuss differentiated services for AIG students and will be aligned with district AIG plan

AIG building level coordinators will be on the AIG Steering Committee and will disseminate information about the regulations related to gifted education, local AIG program, and plan with building level staff

All building level AIG differentiated services and instruction will be consistently aligned with the district level AIG plan.

Planned Sources of Evidence: student rosters with identified AIG students

building level AIG plan

agendas from faculty meetings

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: Tyrrell County has only three schools; one Elementary, one Middle, and one High. Teachers are able to communicate either in person or by e-mail. We will continue current practices since they are effective.

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

Description: To ensure that all teachers are aware of the AIG students in their classroom and/or subject area taught Tyrrell County Schools;

1. Notifies teachers at the beginning of each school year of AIG identified students.
2. Transfer AIG student records to next teacher/school annually.
- 3.. Teachers have access to the state supported database to identify AIG students that they teach.
- 4.. Principals run Reports from the state supported database to track AIG students.

Planned Sources of Evidence: transfer of student records/log

state supported database Exceptional Children Report

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: The needs of the advanced learner are best met when collaboration and involvement among all teachers, parents/families and specialists occurs to provide differentiated programming and services. AIG students should be served in their area of strength.

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

Description: To ensure that there is collaboration among all staff, families and administrators Tyrrell County Schools does the following:

1. AIG Building Level Coordinators collaborate with their staff to write a building level AIG plan
2. Parents/families/instructional staff meet together annually to develop student's differentiated Education Plan
3. Regular Education Teachers, exceptional children's teachers and other instructional staff will be notified yearly of AIG identified students and nurture students in their classrooms.

Planned Sources of Evidence: AIG building level plans

Student AIG folders

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: Gifted students can face social and emotional adjustment, including but not limited to: (1) anxiety caused by advanced knowledge or understanding; (2) heightened sensitivity to feelings of others; (3) perfectionist tendencies; and (4) feelings of being alone, isolated, and different. Tyrrell County Schools has a school counselor in each building. Teachers are in regular contact with parents throughout the school year.

Goals: Tyrrell County Schools will address the social and emotional needs of AIG students.

Description: The Regular education teacher and school counseling personnel will collaborate on an as needed basis to discuss specific needs of AIG students.

When appropriate the Regular Education Teacher and school counselor will meet with the parent/family of the AIG students to formulate a plan to meet the social/emotional needs of the student.

When appropriate the Regular Education teacher will refer the AIG student to the school counselor for counseling.

When needed the school counselor will provide individual, group, or both sessions to AIG students.

Schools will provide Cluster grouping and group enrichment activities for AIG students when possible.

Planned Sources of Evidence: parent contact log
counselor log
signed Differentiated Education Plan and quarterly progress notes

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: Tyrrell County has a board policy that recognizes and supports students who need accelerative instruction to be sufficiently challenged. The county does not have a written process in place to identify students that would benefit from acceleration.

Goals: To have a written process in place that identifies criteria for accelerating AIG students.

Description: Board of Education Policy 3101, Concurrent Enrollment and Other Curriculum Expansions section F Community College Enrollment of Intellectually Gifted and Mature Students Under 16 years of age:

"Intellectually gifted students under the age of 16 may enroll in a community college under the following conditions:

1. Student Eligibility

- a. The student must be identified as intellectually gifted and having the maturity to justify admission to the community college;
- b. the student must receive written recommendation and approval from the assistant superintendent of curriculum and instruction;
- c. the student must meet course prerequisites and state-designated criteria for aptitude and achievement test scores; and
- d. the community college president must approve the student's enrollment.

2. Expenses

Students enrolled under this section must pay required tuition and fees as well as transportation and any other costs incidental to their enrollment.

3. Credit

Credits awarded will not be counted toward the required credits for high school graduation as defined by the North Carolina State Board of Education.

4. Other

- a. Students are not eligible to enroll in occupational extension courses.
- b. When on the community college campus, students under the age of 15 must be accompanied at all times by a parent, a guardian or an adult to whom the parent or guardian has consented and has designated in writing.

The superintendent shall develop procedures consistent with this policy and State Board policies. Such procedures must include any additional eligibility requirements and requirements for earning course credits."

Board of Education Policy 3420, Student Promotion and Accountability Section F Acceleration:

F. ACCELERATION

"Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment and Other Curriculum Expansions).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate. If permitted by state law and State Board policy, credit toward high school graduation may be awarded for advancement or placement out of a high school course. The superintendent shall provide any additional criteria necessary to make a determination of whether credit may be awarded."

In accordance with board policy the principal, after consulting with the professional staff and the student's parents will determine if grade acceleration is appropriate in accordance with the process outlined below for students in grades Kindergarten through grade 8.

The professional staff will use information gathered from the Iowa Acceleration Scales (IAS) to determine that adequate information is gathered and objective decisions are made. The professional staff will look at information in the following five categories:

1. Academic Ability, Aptitude, and Achievement
2. School and Academic Factors
3. Developmental Factors
4. Interpersonal Skills

5. Attitude and Support

In accordance with state board policy GCS-M-001 the principal, after consulting with the professional staff and the student's parents will determine if credit mastery is appropriate in accordance with the process outlined below for students in grades 6-12.

13. Credit by Demonstrated Mastery

13.1 Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time.

13.2 Mastery" is defined as a student's command of course material at a level that demonstrates a deep understanding of the content standards and application of knowledge.

13.3 Beginning with the 2013-14 school year, Credit by Demonstrated Mastery shall be available for all NC students in grades 6-12.

13.4 Students shall demonstrate mastery through a multi-phase assessment, consisting of (1) a standard examination, which shall be the EOC/EOG where applicable, or a final exam developed locally and (2) an artifact which requires the student to apply knowledge and skills relevant to the content standards. LEAs may require additional requirements, such as performance tasks.

This multi-phase assessment process builds a body-of-evidence that allows a committee to determine if the student has a deep understanding of the standards for the course or subject area, as defined by the North Carolina Standard Course of Study, thereby earning credit for the course without experiencing it in the school setting.

13.5 DPI shall develop implementation guidelines for this policy. These guidelines shall provide guidance for LEAs regarding scoring of assessments as well as local implementation. The guidelines shall establish minimum scores for the standard examination and artifact creation. Students must attain minimum scores to earn Credit by Demonstrated Mastery.

13.6 The following courses are excluded from Credit by Demonstrated Mastery:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as ProStart, Early Childhood Education I/II and Nursing Fundamentals
- CTE Advanced Studies courses
- English Language Learner (ELL) courses
- Healthful Living required courses

Planned Sources of Evidence: signed parental consent for testing
completed forms from Iowa Acceleration Scales(IAS)
Individual Differentiated Education Plan (IDEP)

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Services are provided to all AIG students without regard to ethnicity, educational label, gender, or race

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

Description: AIG program provides services to all 3-12 students who show the need for academic differentiation. To ensure that all populations have the same opportunities for identification and service options across the county the following procedures are in place;

1. All 3rd grade students will be screened for Aptitude.
2. Teachers/parents can provide nominations of students from all populations.
3. Provide professional development so teachers can share and demonstrate rigorous instructional techniques used with all students (K-12).
4. Train K-12 classroom teachers in the process for observing gifted characteristics being demonstrated by students from all populations.
5. Collaborate with exceptional staff, ESL teachers, and other specialists to identify and provide support for success of under-represented populations.
6. Seek additional resources for supporting traditionally under-represented AIG populations.
7. Nurture (K-2; 3-5; 6-8; 9-12) Cluster or Flex-Group students from all populations for differentiated instruction in classrooms.

Planned Sources of Evidence: 3rd grade screening results
faculty meeting agendas
staff development CEUs

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Schools are providing extra curricular programs for AIG students. We will continue this practice since it has been effective at all school levels.

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

Description: Building level AIG Coordinators will submit a plan that addresses extra-curricular programs at each school. Students can choose the events based on their needs and interests. Extra-curricular programs and events at each school may include, but are not limited to, the following:

Tyrrell Elementary:

Geocaching
Shark Dissection
Tyrrell Elementary School News
National Geographic
Science Jeopardy

Columbia Middle School

Literature Field Trip
Destination Imagination
Science Olympiad
Algebra Competition

Columbia High School

Chem-a-Thon
Math Competitions
Beta Club Competitions
Governor's School
Governor's Page Program
Summer Ventures
College Campus visits

Planned Sources of Evidence: Differentiated Education Plans

Building Level AIG plans

Student work products

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: Tyrrell county schools has developed partnerships with parents and local businesses. School personal will continue to develop and foster these and new relationships as appropriate.

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

Description: Tyrrell County Schools strongly encourages parents of students requiring differentiated curriculum and instruction to become actively involved in the education of their children. Parents are part of the self-assessment process and are encouraged to regularly communicate with the school.

Parents and members of the community could and will be encouraged to become volunteers and/or mentors, provide general enrichment experiences, plan and chaperon field trips and other enrichment activities, locate resources, transport students, become enrichment cluster teachers, and assist with contests, competitions, and scholarship activities. With the small number of teachers in Tyrrell County, it is vital that parents take an active part in the program for gifted education.

All correspondence with non-English speaking Hispanic parents is done in Spanish. The Tyrrell County School System is fortunate to have a translator on staff for our most significant population, Spanish speaking, so DEP's can be translated to Spanish when needed.

Principal's designee will create a DEP plan within the first 30 calendar days of student's placement in Tyrrell County Schools or identification in the program. Parents provide input and approve this plan at a face-to-face meeting or a telephone conference call. Progress on the DEP goals is shared with parents each marking period thereafter.

Planned Sources of Evidence: differentiated education plan

student progress notes

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: Tyrrell County personal share with stakeholders, including all students' parents/families information, regarding the Tyrrell County Schools' AIG program including the Tyrrell County Schools Academically Intellectually Gifted Education Plan, and other polices relating to gifted education. We are going to focus on enhancing the school's webpages and disseminating information at faculty meetings.

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

Description: Information regarding the local AIG program, the building level plan, and other policies will be shared through a variety of ways, including but not limited to:

Parent meetings
Parent conferences
Presentations
School website
Events
Steering Committee meetings

Planned Sources of Evidence: Roster/agenda of Tyrrell County Schools AIG Steering Committee members

Faculty Meeting Agendas of all three schools indicating date AIG information shared

School website

Student AIG Plans with parent signatures

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: Tyrrell county has an AIG steering committee that has been involved with the development of the local AIG plan. Next year they will also take on the responsibility of implementing and monitoring the AIG plan.

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

Description: Maintain an AIG stakeholders committee. Members will be reviewed yearly and updated as appropriate.

Planned Sources of Evidence: Roster of Tyrrell County Schools AIG Steering Committee members
Tyrrell County Schools Academically Intellectually Gifted Education Plans

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 Maintained Practice for 2013-2016.

Rationale: School staff disseminate information to parents, students, and community through a variety of sources such as notes home, county website, and oral communication. Information is in the receiver's native language.

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

Description: When available, an interpreter will attend parent conferences to explain the opportunities provided to AIG students

When available, nine week progress notes will be translated in the parents' native language

Planned Sources of Evidence: Documents that have been translated

Signatures on student plans

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: Tyrrell County is very limited in educational resources. There is no industry or institutions of higher learning within the county. The school system does provide many enrichment opportunities for AIG students.

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

Description: The AIG program provides, but is not limited to, the following opportunities to intentionally involve parents, families, and community:

8/8/2013

Field Trips
Competitions
Parent Night
Collaborating on initial identification and annual DEP goals
Enrichment activities in their area of expertise
Annual Survey of stakeholders

Planned Sources of Evidence: List of Involved Stakeholders on Field Trips

Registration for competitions as appropriate
Parent Signatures on initial placement forms and DEPs

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 Focused Practice for 2013-2016.

Rationale: Tyrrell County has been developing and revising the AIG plan. We are focusing on some new standards and revising others to reflect a quality AIG program.

Goals: To develop an AIG plan for Tyrrell County that follows state legislation and policy.

Description: The AIG plan for Tyrrell County Schools reflect state legislation and policy. Clear articulation is given to student identification, differentiated curriculum and instruction, personnel and professional development, comprehensive programming, partnerships, and program accountability

Planned Sources of Evidence: Tyrrell County Board of Education approved AIG plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Current procedures have been successful in monitoring the AIG program. We will continue to implement to ensure state policies are being followed.

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

Description: Building Level Coordinators/Principals will observe classroom lessons

Building Level Coordinators will monitor the implementation of the AIG plans

Principal designee will monitor the nine week progress notes

District Level Coordinator will approve all building level plans and AIG expenditures

When requested, District Level Coordinator, will monitor AIG lessons or enrichment activities

Principal designee(s) from each school will monitor student files annually

Annually survey parents and students

Planned Sources of Evidence: Student AIG folders

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: Tyrrell county will continue to monitor state funds to ensure that they are spent in accordance to state policy.

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

Description: School level AIG coordinator will submit a plan annually addressing the AIG enrichment programs and funds supporting these programs.

The plan will be approved by a team of administrators at the Central Office.

Purchase orders will be sent to the Tyrrell County AIG Coordinator for approval.

Planned Sources of Evidence: Building level AIG plans

Purchase orders

Budget reports

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Tyrrell County will continue to track AIG students for both growth and drop out data. This year we will focus on disseminating to staff, parents, and Board of Education.

Goals: 1. To provide AIG growth report to relevant staff, parents, and Board of Education

2. To analyze Cohort Graduation Rate data for AIG students and share with relevant staff and Board of Education

Description: The Director of Curriculum, Instruction and Testing will disaggregate state testing information to analyze growth for AIG students and Cohort Graduation Rate Data. This information will be shared annually with the District AIG Coordinator, building administrators, Board of Education, and teachers. Beginning with the 2013-14 school year, this data will be disaggregated and tracked based on grade level, gender and race to identify trends and analyze effectiveness of instruction. Teachers in grades 3-12 maintain Data Notebooks in which individual teacher effectiveness with AIG students will be identified and tracked. All of this information will be shared with the AIG Steering Committee.

Planned Sources of Evidence: Disaggregation of state testing data (EOG/EOC)
EVAAS data
AIG Rosters
Parent Report

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 Focused Practice for 2013-2016.

Rationale: Currently Tyrrell County does not keep data on AIG students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, Highly gifted, and twice-exceptional. We will focus this year on improving our AIG data.

Goals: Tyrrell County Schools will collect and analyze data to ensure that under-represented populations are being identified.

Description: Tyrrell Elementary School will continue to screen all 3rd grade students. Each building level AIG team will review the scores for all the students and make recommendations for students to be identified AIG, those who require additional information, and those who need to be added to the nurture list.

Annually, the building level teams will monitor for under-represented populations by looking at the data of the identified students and the students on the nurture list.

A building level representative will present student data to the advisory board.

Planned Sources of Evidence: AIG Headcount
Data Sheets

Identification Form

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: All personnel records are kept at the central office and managed and updated by the personnel department. Personnel records are updated at the end of each school year.

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

Description: Licensure information is shared with the building level principals annually.

According to Board Policy 626, "At the beginning of each school year, the principal shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the principal will provide the parents on request (and in a timely manner) information regarding the professional qualifications of the student's classroom teachers..."

Planned Sources of Evidence: Personnel files

Letter of notification (Tyrrell Elementary School)

board of education policies

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 Focused Practice for 2013-2016.

Rationale: During the next three years this will be a focused effort. The current AIG Steering Committee will take on the responsibility of the advisory committee. We will need to recruit members to fill vacant positions.

Goals: An LEA AIG Advisory Committee, whose membership includes parents, teachers, principals, and

system level administrators, will meet twice a year to monitor and provide feedback on gifted services in our school system.

Description: The duties and responsibilities of the AIG Advisory Committee include, but are not limited to, the following:

- review annual surveys conducted by the schools
- determine the extent to which the local plan for the previous year was implemented
- develop annual goals and priorities based on the AIG Standards
- represent the diversity of the school community
- encourage a collaborative relationship between school personnel, Central Office personnel, and the parents
- become knowledgeable about current programs, research, and best practices in gifted education and its relationship with general education
- focus attention on issues relative to improving the educational services for gifted students

The AIG Advisory Committee should meet a minimum of two times yearly. The meetings will be chaired by the AIG Director. Sign in sheets and agendas will be provided at each meeting. A secretary will be elected to take minutes.

Planned Sources of Evidence: agendas
sign in sheets
meeting minutes
local AIG plan

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: Tyrrell County Schools will continue to provide both formal and informal opportunities for parents and students to provide feedback regarding quality and effectiveness of the local AIG program.

We will continue to use annual surveys to ensure the AIG program is effectively meeting the needs of the gifted learner.

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

Description: Opportunities for students, parents/guardians, teachers and other stakeholders to provide feedback on the quality, effectiveness and implementation of the local AIG Program in an on-going basis include but are not limited to the following:

- initial placement meeting
- DEP/IDEP meetings
- parent meetings and conferences

Annual feedback of the AIG program will include but is not limited to the following:

- on-line/paper and pencil survey that addresses program strengths and areas of needed improvement

Planned Sources of Evidence: Annual survey

Survey results

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Tyrrell county has developed an advisory committee that will annually review the local AIG program and revise program goals as needed so that Tyrrell County will have a quality AIG program that meets the needs of the gifted learner.

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

Description: Annually review the local AIG program. Reviews may consist of but are not limited to:

- parent/student survey and interviews
- staff survey
- Building Level Coordinators/Principal observations/feedback

Revise program goals as needed

Provide a quality AIG program that meets the needs of the gifted learner.

AIG Steering Committee will make recommendations to the AIG Coordinator.

It is the responsibility of the AIG Coordinator to evaluate the AIG Plan and recommend revisions to the school board as needed.

Planned Sources of Evidence: surveys

revised plan

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Tyrrell County will continue to explore ways to disseminate all data from evaluation of the local AIG program to the public.

Goals: To annually provide the public with disseminated data from evaluations of the local AIG program.

Description: Test Coordinator will annually review AIG Growth Chart with teachers, school administrators, the local school board, and parents.

AIG Coordinator will annually review results of surveys with teachers, school administrators, the local school board, and parents.

Planned Sources of Evidence: agendas and sign in sheets from meetings

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: Parents are given a parent handbook for the academically gifted program in Tyrrell County.

The procedural safeguards are outlined in the handbook. The school system has a procedure to resolve disagreements readily available for parents.

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

Description: Current procedures and practices are in place within the AIG Plan.

District policies exist that protect all students and their rights.

In the event of a disagreement of AIG identification and/or services between parents and Tyrrell

County Schools, parents have access to a step by step Resolution of Disagreements procedure.

Reassessment Procedures:

Students on the nurture list will be reassessed at regular intervals to determine eligibility for AIG services

Students identified AIG in one area will be reassessed at regular intervals to determine eligibility for AIG services in the non-identified area

Transfers from LEAs:

Any student who transfers with evidence of participation in a program for academically or intellectually gifted students will be honored. The system will allow the child probationary admittance into the program. If the child performs satisfactorily, the student will be allowed to remain. If the student's performance is not satisfactory, the placement committee will convene for recommendation and invite the parent(s) to a conference.

If there is no match with the former program of services and the Tyrrell County Schools program of service, student needs will be aligned as closely as possible with the Tyrrell County Schools array of options, and student performance will be closely monitored and realigned if necessary.

Resolving Disagreements:

In the event that a disagreement should occur between parents or guardians and the local school administrative unit when a child is not identified to receive differentiated curriculum or instruction or concerning the appropriateness of services offered on the DEP , the following steps should be taken:

- Meeting with the teacher and/or principal at the local school level. If no resolution then
- Review of disagreement by AIG Building level Coordinator and/or Director of Exceptional Children. If no resolution then
- Discussion with the county superintendent or his designee. If no resolution then
- Review by the Tyrrell County School Board

At any point in the hierarchy of the discussions, the Tyrrell County School System may consider the possibility of mediation with an impartial facilitator.

§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 both parties, and is not subject to further review under Article 4 Chapter 150B of the General Statutes.

If the parents/guardians choose to petition an Administrative Law Judge, attorney's fees are not available to parents in the event they prevail in a due process hearing.

Informed Consent:

The principal's designee will obtain permission to test from the parent/guardian for any aptitude or achievement testing that will not be generally administered in the regular school program, and record the information used in making the decision on the student identification placement record and present the student data form to the team for identification.

Upon identification of a student by the team, the principal's designee will prepare a Differentiated Education Plan (DEP) that outlines the program service option(s) appropriate for that student at specific grade configurations (primary, upper elementary, middle school and high school). The Differentiated Education Plan (DEP) lists the learning environment, content modifications and special programs available to the student during those grade configurations. A Differentiated Education Plan (DEP) should be completed by the principal's designee for each student each year. Students who clearly demonstrate outstanding intellectual gifts, but do not meet the criteria for the Differentiated Education Plan, should be identified and an Individual Differentiated Plan should be developed to meet their needs. The principal's designee will also obtain permission from the parent/guardian to place the student in the option(s).

Planned Sources of Evidence: AIG Plan

Board Policies

Other Comments:

Glossary (optional):

Appendix (optional):

3rd Gr. Screening Notification.doc (*Appendix*)
9 wk Performance Review.doc (*Appendix*)
AIG Letter (non placement).doc (*Appendix*)
AIG Acceptance Letter-word97.doc (*Appendix*)
Checklist for AIG Folders.docx (*Appendix*)
Consent for Initial Placement.docx (*Appendix*)
Differentiated Education Plan CHS.xls (*Appendix*)
Differentiated Education Plan CMS.doc (*Appendix*)
Differentiated Education Plan TES.doc (*Appendix*)
Parent Consent for evaluation.docx (*Appendix*)
Parent Consent span.doc (*Appendix*)
Student Data Record.doc (*Appendix*)
Tyrrell County Referral to AIG Program.docx (*Appendix*)
consent for initial placement span.doc (*Appendix*)
Board Approval.2013.doc.pdf (*Local Board Approval Document*)