

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

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

Warren County Schools Vision for local AIG program: The Warren County Board of Education believes all children have potential for learning. Providing all students an appropriate education that enables them to cultivate their potential and to experience school success is our goal. We believe that an educational program which supports maximum achievement for all students must include specific opportunities for Academically and Intellectually Gifted Students. These students exist within all ethnic, geographic, and socioeconomic groups. They are individually unique, as are their abilities. Gifted students from culturally diverse or economically disadvantaged families and those with disabilities are sometimes overlooked in gifted services. We endeavor to use available resources to identify and serve all gifted students. Comprehensive and on-going professional development will enable teachers to acquire skills necessary to expand and extend the goals and objectives in the Standard Course of Study for gifted students. A cooperative effort involving the school, parents, and community is necessary for the attainment of our goals. Our vision is to provide a differentiated education for all gifted students by addressing their individual strengths and needs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$118758.00	\$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 Maintained Practice for 2013-2016.

Rationale: Based on surveys of parents, students, and teachers within our school system, it is evident that a majority of teachers and students are comfortable with the procedures for identification of students as AIG. Due to the very low parent response rate on this question, we are unable to assess comfortably at this time parent feedback in this area.

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

Description: Anyone can nominate a student for consideration in the AIG Program. AIG Specialists also do a comprehensive check of all cumulative folders annually to assure that no potential child is missed.

Any one of the following criteria is used as a screening tool to assess if a child needs further consideration by the AIG Search Committee:

1. Minimum of 85th percentile or higher on a norm-referenced aptitude/ability test
2. Minimum of 85th percentile or higher on a norm-referenced achievement test
3. Teacher/parent rating scales indicating a potential for giftedness in particular subject area OR high intellectual capability
4. Motivational checklists and inventories that reflect a high level of performance
5. Student grades in a particular subject area
6. Portfolios of work samples
7. Previous evidence of AIG identification

Once the nomination pool is created, the AIG Search Committee (consisting of AIG Specialist(s), classroom teachers/specials teachers/instructional assistants, representatives from EC and ESL (if needed), guidance counselors, and a LEA Representative) reviews each child's information and a recommendation is made for eligibility. At that point, parents are invited to a DEP (Differentiated Education Plan) meeting to formalize eligibility and determine appropriate services.

As of the December 2012 State Board of Education Meeting, Intellectual Giftedness must also be addressed within our AIG Plan. The following procedures will be used to identify intellectual giftedness until we receive formal procedures from NC DPI.

1. Students will be given a nationally normed intellectual assessment.
2. Students scoring at the 97th percentile (or above) will be considered for identification as intellectually gifted.
3. An Individualized Differentiated Education Plan (DEP) will be developed based on the child's areas of interest and motivation.

Planned Sources of Evidence: Updated AIG Brochure explaining the nomination, referral, and identification process (anticipated release date of August 2013)

Copies of eligibility criteria provided to parents at initial placement and then annually thereafter

Copy of PowerPoint presented to the faculty at each school at the beginning of the school year

Student DEP files and/or portfolios with documentation of eligibility criteria

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: Based on parent, teacher, and student surveys, over 70% of those who responded felt that multiple criteria are used to determine eligibility for AIG services. Multiple criteria is clearly documented in our identification and screening procedures. (See Standard 1A) Warren County Schools works hard to use both qualitative and quantitative data for eligibility determination.

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

Description: Warren County Schools firmly believes that no one criteria should prevent a child from being placed in the AIG Program. Therefore, the following may be used to determine student eligibility.

1. Aptitude
2. Performance/Achievement
3. Observable student behaviors
4. Motivation
5. Interest
6. Input from specialists, such as the EC, ESL, Music/Art instructors who are able to report students that exhibit giftedness in non-academic and non-traditional areas.

Currently, the AIG Coordinator assures that representatives from the special education program and the English as a Second Language Program are active participants on AIG Search Committees if one

(or both) of those categories is evident for a particular child. Additionally the elementary AIG teacher analyzes demographic information to assure that the AIG population is a reflection of the overall school district's population in order to identify these students early. This practice will be expanded at our middle and high schools to identify any students in these areas that may transferred to our district after elementary school. Warren County Schools plans to do more professional development on identification of low socioeconomic students as well as other underrepresented populations using the National Association of Gifted Children's pamphlet "10 Myths about Gifted Education."

Planned Sources of Evidence: Personnel to monitor the appropriate services for all identified AIG students

Professional Development for teachers and administrators regarding Multiple Criteria identification process

Pacing guides

Student AIG portfolios/folders containing identification information

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 Maintained Practice for 2013-2016.

Rationale: The AIG Program in collaboration with the Special Education Program of Warren County Schools offers a variety of assessments to identify traditionally under-represented populations. The special education department also allows consultation with a part time school psychologist as needed to offer additional support in the evaluation and identification of under-represented populations.

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

Description: The following assessments (verbal and non-verbal) are used to assist in identification of students as AIG:

1. Cognitive Abilities Test
2. Naglieri Non-Verbal
3. Woodcock-Johnson Test of Achievement
4. Weschler Intelligence Sale for Children (WISC-IV)
5. Renoylds Intelligence Assessment
6. Kaufman
7. EOG/EOC/Benchmark Open Ended Responses

As mentioned in Standard 1B, the AIG Coordinator assures that representatives from the special education program and the English as a Second Language Program are active participants on AIG Search Committees if one (or both) of those categories is evident for a particular child.

Additionally, K-3 students who show a potential for giftedness in any area based on academics and teacher recommendation receive enrichment services from an AIG Specialist in a small group pull-out.

Planned Sources of Evidence: Student confidential folders
Demographics of AIG Program compared to Warren County Schools
List of K-3 students receiving enrichment services or monitoring from AIG Specialist
NCWISE Reports (to become PowerSchool at the start of the 2013-2014 school year)
K-3 AIG Lesson Plans (Enrichment)

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: Warren County Schools has written procedures in place for the screening, referral, and identification of students as AIG. Students in Grades K-3 who show a potential for giftedness are served and monitored by the AIG Specialist through enrichment sessions mentioned in Standard 1C. Additionally, there are procedures in place for early admission to Kindergarten.

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

Description: Screening, referral, and identification procedures are listed in Standard 1A and are used by the AIG Search Committee for all nominations/referrals. The procedures for early admission to Kindergarten are as follows:

1. The parent of the child notifies the AIG Coordinator in writing of a request to have the child enter school early. The AIG Coordinator then provides the parent with research-based information on the benefits and barriers to early entry into Kindergarten for consideration.
2. The AIG Coordinator gives the parent a list of potential evaluators who are qualified to complete the evaluation.
3. The parent secures the evaluation (at their cost) and signs a release providing a copy to the school system.
4. The AIG Coordinator assembles the AIG Search Committee to review evaluation results and has parents complete rating scales, etc.
5. The principal of the school interviews the child to assess the child's social/emotional readiness for early entry.
6. The Superintendent's Office is notified of the recommendation of the AIG Search Committee and principal and enrollment paperwork is completed.

7. If the child enrolls, the AIG Specialist (in collaboration with the parents and classroom teachers) monitors the child to assure the placement is successful.

Planned Sources of Evidence: Procedures for Early Entrance
Procedures for Screening/Identification/Placement
List of K-3 Enrichment Groups/Lesson Plans
Student records

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: There are forms and procedures in place in which parents/guardians sign giving informed consent for identification and placement as well as reassessment. Warren County Schools provides a copy of our Procedures for Resolving Disagreement to parents annually at the DEP Review. We follow the same procedures for transfer students as for students initially identified as AIG in Warren County Schools.

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

Description: The AIG Coordinator monitors NCWISE to see if new students have enrolled in Warren County and reports that information to the AIG Specialists. This assures a continuation of services in the event that the sending schools do not provide this information automatically. Guidance Counselors and others who do enrollments have a checkbox on the enrollment forms asking parents if the child is served in the AIG Program upon enrollment.

Annually, the AIG Specialist meets with parents to develop a new DEP and to reassess services for students.

Warren County Schools uses the following procedures to resolve disagreements:

The following procedures should be used to resolve concerns and questions regarding the identification and service options of high ability students. Individuals may contact school personnel to establish a meeting to discuss issues of referral, identification, or services:

1. Classroom Teacher(s) and/or AIG Teacher(s)
2. Principal

PROCEDURE FOR RESOLVING DISAGREEMENT REGARDING NOMINATION, IDENTIFICATION, AND SERVICES

Level I-School Site Review

If parents/guardians have a disagreement regarding search nomination, identification, or services, they shall request in writing a meeting with the principal and Student Search Committee. Other personnel may be requested to attend this meeting as deemed appropriate. The meeting should occur within 10 days of receipt of the written request.

Level II- Administrative Review

If the disagreement is not resolved at the school site, the parent/guardian(s) may appeal in writing, within 10 days of the school site decision, to the Exceptional Children Program Director, the AIG Teacher, and the Superintendent or Designee. They will review the case, respond to the parent(s), and the principal in writing within 10 days of receipt of the appeal.

Level III-School Board Review

If agreement cannot be reached administratively, the parent/guardian(s) may appeal to the Board of Education in writing within 10 days. The Board will offer a written decision to the parent/guardian(s) within 30 days.

Level IV-Neutral Negotiation

If agreement cannot be reached following the Board's decision, the Board of Education will arrange for mediation with an impartial facilitator at the approval of the parent/guardian(s). The mediator will review the decision made by the school system and make recommendations to the parent/guardian(s) and school system within 30 days of reviewing the issues.

Level V-Administrative Law Hearing

If mediation fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 or Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of

1. Whether the local school administrative unit improperly failed to identify the child as a high ability student, or
2. Whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding all parties, and is not subject to further review under Article 4 of Chapter 150b of the General Statutes. Attorney fees are the responsibility of the parent/guardians(s).

Additionally, Article 9B states:

North Carolina has legislation that mandates identification and services of AIG students. This

legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment. Article 9B is the current legislation mandating identification and services for gifted education K-12 in North Carolina.

Planned Sources of Evidence: Written policies and procedures as documented in AIG Plan
Emails of notifications of new students
Copies of Article 9B
Grievance Procedures

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: Warren County Schools has clearly written procedures in place for identification and service options and we meet annually with parents to develop and/or update DEPs.

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

Description: Every child that is identified as AIG has a Differentiated Education Plan documenting the reasons for identification and the levels of service received (cluster grouping, resource, grade acceleration, cross-grading, etc). Copies are given to parents at least annually either after the meeting, or by mail if they do not attend. If parents do not attend, every effort is made to continue to reach them after the meeting, particularly if the student is not being successful. Records are maintained in a secure location.

Planned Sources of Evidence: Student folders
Parent Meeting Agendas/Invitations
Minutes

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: Lesson plans and student responses to surveys indicate that AIG Specialists offer a challenging, rigorous, curriculum based on Common Core Standards that meet individual needs.

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

Description: AIG Specialists during pull out sessions not only provide instruction to address and support Common Core Standards, but they integrate technology, provide enrichment, and include guest speakers whenever possible. Enrichment lessons are held during and after school. Critical thinking and problem solving are a huge focus of AIG pull out sessions. Extra efforts have been placed into collaborating with general education teachers and other support staff regarding critical thinking skills while in the regular classroom. AIG Specialists are always available to assist with the development and acceleration of lessons through collaboration with staff members. The AIG staff will be proactive during this plan cycle in providing onsite professional development regarding differentiation and acceleration. AIG Specialists will also generate a local differentiation checklist as a teacher resource based on research by McTigue and Wiggins.

Planned Sources of Evidence: Board of Education Presentations of AIG student work (Exemplary works)

Differentiation checklist

Sign in sheets from differentiation workshops

Lesson Plans

During and after school special activities/enrichment (Example: Writing Contests, Culinary Club, etc.)

Student inventories/surveys

DEPs and IDEPs

Pacing guides

Honors/Advanced Placement classes

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: While Warren County Schools accomplished all of the goals set forth in the last plan (6th Grade Math, Honors courses at all levels, etc.) all of these activities were a matter of administrative changes in schedules to offer these opportunities. There is still a strong need to work on the professional development of all staff members who work with students that are AIG to further enhance their daily practices regarding instruction to meet all the components of this standard.

Goals: 1. Continue to encourage and offer AIG Certification to all interested staff members (district reimbursement.)

2. Research funding sources to train AIG Specialists as "Train the Trainers" for the Paideia Seminar or Socratic Seminars to then train teachers within the school district.

Description: Currently, Warren County Schools provides the following instructional practices to address the learning needs of AIG learners.

1. Revised Bloom's Taxonomy
2. Project-based learning and independent projects (predominantly high schools)
3. Acceleration by subject
4. STEM schools through NC State
5. Academic pullout by AIG Specialists
6. Grade acceleration (available, but has not been used recently)
7. Cross grade grouping
8. Jacob's Ladder Reading Comprehension Program
9. K-3 Enrichment for students who demonstrate a potential for giftedness
10. Guest speakers
11. Honors/AP Courses
12. SEMAA
13. Odyssey of the Mind

Planned Sources of Evidence: Lesson plans
Student work products
DEPs/IDEPs
Student Schedules of grade/subject acceleration

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: Although a future practice in our last plan, Warren County Schools has devoted a considerable amount of time collecting resources in various ways to support this standard.

Additionally AIG Specialists have devoted time during planning periods and after school to search online for additional research based strategies to assist in the development of differentiated instruction. While time has been given to this effort, there is not a comprehensive listing of materials available therefore the only documentation of the use of these strategies is in lesson plans.

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

Description: Warren County Schools will compile a resource library for AIG staff and classroom teachers with researched-based differentiated lessons and other resources. These resources will be placed in the professional section in the media center of each school. This will provide access to the evidenced based instructional strategies for all staff.

Planned Sources of Evidence: Documentation of differentiation workshop provided by AIG Specialists
Examples of selected curriculum products
List of resources that include above grade level materials
Primary Education Thinking Skills Nurture Program

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: Parent, student, and teacher surveys all indicate that stakeholders of the AIG program do not fully understand how enrichment activities are being provided beyond the classroom. In reviewing programs that are currently in place within the district, the AIG team needs to strengthen stakeholder understanding of this practice.

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

Description: The AIG program will conduct a district-wide parent-information session to share information on the following programs that cater to 21st Century content and skills:

1. IC-3
2. Odyssey of the Mind
3. STEM
4. Duke TIP
5. Governor School

6. Teen Court
7. Various academic and enrichment contests
8. Locally sponsored leadership opportunities

Planned Sources of Evidence: Agendas and sign-in sheets
Copies of certificates for participation and/or programs
Resource list of school and community opportunities

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Warren County Schools requires on-going assessments for all students and has several research-based programs in place to allow the assessment to inform classroom instruction and drive differentiation.

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

Description: The following are used to provide on-going assessment:

1. Pre and post benchmarks quarterly
2. All staff are trained in NC FALCON models regarding formative assessment
3. Do Now and exit tickets
4. Specified posted learning targets posted daily for student self-monitoring
5. STAR Reader, STAR Math, Accelerated Math, Accelerated Reader, Study Island
6. Classscape

Planned Sources of Evidence: Data reports of student progress
Differentiated lesson plans based on data

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: Approximately 95% of the AIG students responding to the survey felt that they had someone they could go to in regards to the support of their social and emotional needs. Warren County Schools recognizes the need to train more classroom teachers and guidance counselors to

meet the social/emotional needs of AIG students.

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

Description: AIG Specialists will support counselors and classroom teachers by providing literature regarding the the social/emotional needs of gifted students.

1. Conduct book studies
2. Focus groups of students
3. Using literature with related issue
4. Current events that relate to social/emotional needs of AIG students
5. Guest speakers (ASL Interpreter, Indian Education Director, experts in diverse fields)

Planned Sources of Evidence: Book lists related to social/emotional issues
Newspaper/magazine, computerized articles related to social/emotional issues
Student reflections/journals/ work samples
Nomination form (checklist)

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: 65% of teachers surveyed were aware that the district promotes and develops the potential of K-3 students. Warren County Schools recognizes the importance of reaching high ability learners in the early grades. Therefore, the Elementary AIG Specialist provides enrichment activities in pullout settings. Due to extensive cooperative work with the general education teachers, the number of students served in the K-3 enrichment classes has more than doubled over the past three years. We are very pleased with this accomplishment.

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

Description: Warren County K-3 students are not formally placed in the AIG program. However, students who exhibit/demonstrate high ability in specific content areas participate in an enrichment model that focuses on higher level thinking skills and creativity. Teacher recommendations, Dibels, and math benchmarks are used to identify students receiving weekly pullout services.

Planned Sources of Evidence: Jacobs Ladder
PETS (parent/classroom teacher support)
Primarily Thinking series by Judy Leimbach
Critical thinking, patterns, relationships, analogies
Rosters
Lesson Plans

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: Warren County Schools AIG Coordinator is also EC and ESL Coordinator and assures that members of all parties are part of the AIG Search Committee in regards to students with dual identification. The AIG Specialists participate in the ESL Plan and/or IEP Plan development.

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

Description: AIG Specialists are involved with vertical PLCs and Horizontal PLCs allowing collaboration among themselves and other staff. Our AIG search committees consist of representatives from guidance, regular classroom teachers, EC, administration, and other support staff.

Planned Sources of Evidence: Meeting minutes from DEP/IDEP
portfolios
agendas
parent conferences

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: Warren County Schools currently develops Differentiated Education Plans for students identified as gifted in the AIG program. Students are annually evaluated in order to address each individual's needs as identified in their DEP. Although we are now providing consultative AIG services and schedule/grade monitoring at the high schools, we are still cultivating this aspect of our program.

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

Description: The AIG Specialist of Warren County Schools cultivates and develops the potential of young K-3 students by providing weekly pullout services to students who demonstrate high ability. Students who participate are recommended by classroom teachers based on formal and informal

8/8/2013

assessments. The AIG Specialist provides creative and critical thinking activities that strengthen student's ability to solve problems and draw logical conclusions which reinforces the reasoning standard. Exercises/activities are arranged so that they become progressively more difficult. The AIG Specialist incorporates Jacob's Ladder, Thinking Skill Activities from Educational Impressions and Creative thinking from Pieces of Learning. Differentiated Educational Plans are not written for Enrichment Groups at this level.

The AIG Specialists provide direct services for grades 4-8. Differentiated Educational Plans are written for each student at this level. The elementary schools receive all day services weekly whereas the middle school receives one class period daily. Since the development of the last plan, the schedule of the Middle School AIG Specialist was adjusted to allow for AIG services at the three high schools. At this time, high school services are on a consultative model which entails assistance with appropriate scheduling, monitoring grades, dual enrollment, and opportunities for scholarships and out of school activities. A majority of the time is spent on the social/emotional needs of individuals.

Planned Sources of Evidence: Differentiated Education Plans

Agendas and sign in sheets from DEP meetings held annually and/or invitations to conference

Lesson Plans

Schedule

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: While in our 2010 approved AIG Plan, the district has not employed an AIG Coordinator that does not work directly with students as a full time position. Currently, the Exceptional Children Program Director serves as the AIG Coordinator. However, there are two fully-certified AIG Specialists who work directly with the Exceptional Children Program Director.

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

Description: The AIG Specialists are instrumental in developing and implementing the AIG Plan with the oversight of the EC Director. The EC Director attends all AIG Regional Meetings or sends the AIG Specialists if unable to attend. Information is disseminated after the regional meetings via email, phone calls, and quarterly meetings. The EC Director also coordinates with all other departments at the Central Office level to meet the programming and fiscal needs of AIG learners and provides professional development opportunities that are specific to AIG. Each AIG Specialist serves as a lead teacher in their respective schools and oversees programs and services within the school as well as community outreach. Policy changes and other issues that arise are discussed with the EC Director and the entire AIG Committee works collaboratively to resolve the problems. AIG Specialists are responsible for nomination/identification, DEP documentation, placement, and services for AIG students.

Planned Sources of Evidence: Calendar of meetings for all AIG staff
AIG Plan Calendar of Events

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: Warren County Schools employs two full time, fully licensed AIG Specialists trained in the academic, intellectual, social, and emotional needs of gifted learners. There are no AIG services that are not provided by these employees.

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

Description: AIG Specialists are responsible for and are expected to:

1. Oversee the implementation of the AIG Plan at their respective schools
2. Monitor and reflect upon services and best practices for gifted learners at an individualized level
3. Participate in professional development regarding all aspects of the AIG learner (academic, functional, and social/emotional)
4. Review school records of ALL students to identify potential giftedness in typical and non-traditional learners
5. Identify and serve academically and intellectually gifted students (includes administration of tests and interpretation of evaluation results to key stakeholders)
6. Provide staff development at the school and district level for teachers regarding the needs and services of AIG learners, which includes the identification process
7. Develop DEPs or IDEPs for identified students and update them annually
8. Provide differentiated instruction according to the DEPs or IDEPs for grades 4-8 and enrichment services for K-5, as well as consultative services at the three high schools
9. Assist general education teachers and other specialists (EC, ESL, etc.) with differentiation of activities and instruction
10. Provide workshops and information sessions to parents regarding AIG and how to enrich/stimulate AIG students at home.
11. Provide community awareness activities regarding AIG
12. Participate in all local and regional AIG required meetings.

Planned Sources of Evidence: AIG Job Descriptions

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: While strong at first, with the implementation of Common Core professional development that is specific to AIG has declined. Currently, Warren County Schools strongly encourages AIG certification by notifying all staff of certification opportunities. Warren County Schools also provides reimbursement for certification. Principals are strongly encouraged to recommend AIG certification to staff members.

Goals: Provide AIG 101 staff development at the Beginning of Year Professional Development Day and/or during New Teacher Orientation for all stakeholders (teachers, administrators, counselors, etc.)

Provide each school with an overview of the AIG identification process during a scheduled faculty meeting and/or PLC.

Provide each school with an overview of AIG services and how to meet the needs of AIG learners in the general education classroom during a scheduled faculty meeting and/or PLC.

Description: AIG Specialists prior to the end of the 2012-2013 school year will meet to develop presentations for staff members (teachers, counselors, administrators, etc.) regarding identification, placement, and service options for AIG learners including the enrichment model for Grades K-5 that are not yet identified. A separate presentation will be created to address differentiation for gifted learners as well as strategies to meet the social/emotional needs of high achieving students. The AIG Plan will also be presented to each faculty. AIG Specialists are always available to provide individualized assistance on an as needed basis.

Planned Sources of Evidence: Professional development sessions/agendas on specific needs of AIG

Sign in sheets

Copies of materials presented

Evaluations of staff development sessions

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: All AIG services are currently provided directly from AIG Specialists. Warren County Schools employs 2 AIG licensed teachers to meet the needs of gifted learners in the entire district. All announcements regarding attaining AIG Certification are forwarded to all staff in the school district to increase the number of AIG teachers. Warren County Schools provides reimbursement for coursework taken that leads to AIG certification.

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

Description: Elementary Enrichment K-5 and Middle School/High Schools are serviced by two AIG Specialists. The AIG Specialists provide the following:

- Critical thinking and logical reasoning skills are stressed (become progressively more difficult to challenge individuals) during direct instruction
- After school enrichment is offered to enhance the social and emotional needs of the gifted learner
- Instructional strategies to differentiate the Common Core Curriculum
- Consultative AIG services and schedule/grades monitoring at the high schools

Planned Sources of Evidence: AIG Specialist Schedules
Class Rosters
Lesson Plans

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: Warren County Schools ensures that all staff are made aware of AIG staff development opportunities.

Within each Common Core presentation as well as formative assessment, AIG is addressed, particularly in the Q & A portions.

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

Description: Warren County Schools elects to use the 5 extra calendar days to provide professional development to all staff members within the school district. These are mandatory sessions unless you are participating in professional development mandatory to your department that is outside of the school district. AIG teachers assure that AIG is addressed during discussions and small group activities. All professional development activities are aligned with the goals of School Improvement Plans and the District Strategic Plan. AIG Specialists take special care to participate in PLCs and Grade-level meetings whenever possible to advocate for the needs of the gifted learner, including growth predictions and progress monitoring.

Planned Sources of Evidence: School Staff Development Calendars
Professional Development Agendas
Sign-In Sheets
Meeting Minutes

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 Focused Practice for 2013-2016.

Rationale: AIG standards became policy after being approved at the State Board of Education December of 2012. At this same meeting the State Board of Education also approved that AIG is now a subgroup which means that their growth calculations will be a part of the accountability model. All teachers will need to be fully informed of these standards and how they relate to 21st Century Skills, newly revised teacher evaluation, and Common Core Standards.

Goals: Assure that all staff members are aware that AIG is now a subgroup.

Assure that all staff members are informed of the revised AIG standards that are now policy.

Collaborate with other departments to provide more in and out of district opportunities related to AIG students.

Description: Currently the AIG Coordinator/EC Director meets with the Assistant Superintendent for Curriculum and Instruction and other directors on a monthly basis. There are also quarterly meetings with all instructional leaders including principals. Policy changes and curriculum updates are shared in these meetings. This group also discusses and plans professional development opportunities within the district. With the implementation of the new AIG plan, there will be a renewed focus on professional development opportunities related to the gifted learner that is specific to the needs of individual schools.

Planned Sources of Evidence: Meeting Agendas
Planned Professional Development

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Staff members participate in grade level meetings as well as vertical and horizontal PLCs as a requirement by their administrators. Additionally, Warren County Schools just started monthly PLCs for AIG staff members, however this practice has not been in place long enough to say it is completely evident at this time.

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

Description: Each school requires grade level meetings in addition to PLCs. Schedules are adjusted to allow for planning with AIG staff members and general educators for vertical and horizontal PLCs. Since these meetings are mandatory, there is scheduled, uninterrupted time for teachers to collaborate regarding the needs of AIG learners.

Planned Sources of Evidence: Meeting Minutes

Agendas/Schedules

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: Warren County Schools has written descriptions of the programs and services for students in Grades K-12. There has been a marked increase in the number of students identified as twice-exceptional since the development of the last plan. The AIG Coordinator is also the Exceptional Children and English as a Second Language Director as well as the 504 and in-school therapy coordinator. This assures that twice-exceptional learners are covered as well as the emotional needs of gifted learners.

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

Description: The following criteria/guidelines are used to determine services and identification for elementary students who are nominated for AIG services.

Options and Criteria/Guidelines

CLUSTER GROUPING: (Must meet 4/5 of the criteria for this option)

Aptitude 85% on COGAT

Achievement 85% on EOG in reading and/or math 4.0 on EOG Tests in reading and/or math

Performance Grades E/VG or A/B in reading and/or math

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data, parent inventory, student interest survey, checklist
various areas, observation report. Other options are included, but not
limited to: Benchmark results, records from previous schools, nationally
normed assessment

RESOURCE CLASS: (Must meet 4/6 criteria for this option – one must be achievement)

Aptitude COGAT 90% or above OR Individualized Aptitude Assessment (if needed)

Performance Grades E/VG or A/B in reading and/or math

Achievement Level 4.0 on EOG Test in reading and/or math or grade appropriate achievement test in reading or math with 95% score grades 3-5

Observable Student Behavior checklist/portfolio Behaviors

Motivation Strong desire to learn

Interest Observable data

*Review service options with teachers or and parents as needed.

**Students with language barriers or some other identified handicapping condition, ELL/ESL/504 eligibility, will be determined by case by case basis.

CROSS-GRADE GROUPING: (Must meet all of the criteria for this option)

Aptitude 95% COGAT/Naglieri

Achievement Demonstrated proficiency(95%) on grade appropriate achievement assessment (K-2) or EOG Test (3-5) with a score of 95% on the EOG

Performance Grades A or E in subject area

Observable Student Behavior checklist/portfolio Behaviors

Motivation Strong desire to learn

Interest Observable data

GRADE ACCELERATION: (Must meet all criteria for this option)

Aptitude 98% or above on an Individualized Aptitude Assessment

Achievement (K-12) 98% or above on an Achievement Assessment (3-5) EOG Test at least Level 4.0 and 98th percentile

Performance Student portfolio/work samples demonstrating high-quality performance (3-4 grades levels above)

Observable Student Behavior checklist/portfolio Behaviors

Motivation Strong desire to learn

Interest Observable data/Student interviews

EARLY ADMISSION TO KINDERGARTEN: (Must meet all criteria for this option)

Students enter elementary school earlier than their age group and peers. Specific guidelines for early entrance are developed and incorporated into school policy. It is the parent's responsibility to attain a nationally-normed evaluation of IQ and achievement. The student's data is then reviewed by the AIG Search Committee. The student is interviewed by the school principal who makes the final decision based on data and recommendations of the AIG Search Committee as well as interview observations. The following criteria/guidelines are used to determine services and identification for middle school students who are nominated for AIG services.

CLUSTER GROUPING: (Must meet 4/5 of the criteria for this option)

Aptitude N/A COGAT 85%

Achievement Above 85% on EOG in Test

Performance Grades A/B in core subjects

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data

ADVANCED CLASSES: (Must meet 5/5 criteria for this option – one must be achievement)

Aptitude N/A

Achievement Level 4.0 with 90% in appropriate content area on EOG Test

Performance Grades A/B in previous subject area

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data

CROSS GRADE GROUPING: (Must meet 5/6 of the criteria for this option – one must be aptitude)

Aptitude 96% on group IQ Test

Achievement 95% and above on the EOG

Performance Grades A in subject area

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data

GRADE ACCELERATION: A case study format will be required to include, but not limited to the following:

Aptitude 97% on group IQ Test

Achievement 98% or above on EOG Test in appropriate core subjects

Performance Grade A in core subjects

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Student interview

The following criteria/guidelines are used to determine services and identification for high school students who are nominated for AIG services.

ADVANCED CLASSES and/or HONORS COURSES and/or DUAL ENROLLMENT: (4/5 per course)

Aptitude N/A

Achievement 85% or better on last state-given standardized assessment

Performance Grades A or B in previous class (cumulative)

Observable Student Behavior scale completed by two previous classroom teachers
Behaviors

Motivation Strong desire to learn

Planned Sources of Evidence: Differentiated Education Plans

Individualized Differentiated Education Plans

List of students who enrolled early

List of cross-graded students

List of students who are grade accelerated

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: Warren County Schools has programs and services aligned with AIG identification for students K-12, including intellectually gifted. AIG specialists have also provided resources in the format of a lending library for general education teachers and parents.

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

Description: AIG Specialists develop Differentiated Education Plans (DEPs) for eligible students in Reading and Math that align with the curriculum. To address the needs of the intellectually gifted population individualized education plans are written that focus on student interest and giftedness, which may include a focus on science, social studies, and/or the arts. Kindergarten through third grade students are provided with instructional services through the Enrichment program, but do not have formal DEPs. Enrichment services for 4th and 5th graders are also provided for students exhibiting high intellect, but do not qualify for AIG differentiated services. Fourth and fifth grade students are members of an academic pullout program. Middle school students' differentiated services are provided in the regular classroom through a variety of instructional strategies. In addition, the AIG Specialist provides daily direct instruction in English Language Arts. Warren County Schools offers high school choice which include a traditional model, an early college model, and a project based learning model. Students are given guidance in selecting the best model to match their giftedness which may include honors courses, dual enrollment at the community college, and online advanced placement. The AIG resource teacher monitors and guides these students with their selections and coursework as well as assists with their social and emotional needs.

Since there are only two AIG teachers paid for from the PRC 034 funding, all physical and electronic resources made available are easily shared among the two staff members. Available resources are matched according to program and student needs (divided K-5, 6-12, district office). Resources are also made available to general education teachers who have specific needs for AIG students within their classrooms. The Title I program has contributed resources to the AIG program.

Planned Sources of Evidence: DEPS

IDEPs

resource lists

lesson plans

Inventory lists
Enrichment list
Schedules

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: AIG Specialists in Warren County are held accountable for participating in PLCs, grade level meetings, local and state level Common Core trainings (i.g., development of AIG lesson plans aligned with standards, AIG Websites, etc.), as well as attend local, regional, and state AIG meetings.

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

Description: The gifted program is intertwined through all programs and services offered by Warren County Schools. On-going collaboration among all staff members working with AIG students is an expectation of the school district and is documented through the Teacher Evaluation Instrument.

Planned Sources of Evidence: Meeting Agendas
Portfolios
Lesson Plans
Sign-In Sheets

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: While there is written documentation regarding the AIG program, survey results from teachers indicate that teachers are not completely comfortable understanding the AIG process which includes the placement of students.

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

Description: AIG Specialists and Coordinator will continue the practice of informing administrators, teachers and staff regarding the placement of students and how the Common Core standards are aligned with the AIG curriculum for meeting the needs of their students. As new concerns have arisen

regarding the new AIG subgroup, more explicit training will be developed and given not only at the beginning of the year staff development session, but at school staff meetings too. The district will explore creating online presentations related to AIG that teachers can access as needed. Focus topics will include, new AIG Standards, our AIG Plan, differentiation ideas, and identification and placement processes.

Planned Sources of Evidence: Brainshark.com training modules
Program for BOY staff development
Agendas for faculty meeting presentations
Evaluations

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: Warren County Schools has a clear plan related to student transfers from inside and outside the school district as well as during key transitions such as elementary to middle and middle to high school.

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

Description: At the end of each school year, AIG Specialists meet to review DEPs during a folder exchange for students transitioning from one school to the next. For students who transfer during the year, there is ongoing dialogue among the AIG Specialists and Coordinator in collaboration with the guidance counselors and information from NCWISE/Power School. Upon first time enrollment in Warren County Schools, parents fill out paperwork which inquires if the student was placed in a gifted program elsewhere. Once identified and services begin, the AIG Specialists inform and collaborate with the regular education teacher(s) to ensure effective continuation of services.

Planned Sources of Evidence: Google Documentation
Meeting calendars
Meeting minutes
NCWISE/Power School data

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: Warren County Schools has made it a standard practice to have EC, ESL, and AIG team members on AIG Search Committees and as part of the DEP development teams to assure that ESL Plans and IEP Plans are reflected in the DEP for twice-identified students.

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

Description: Warren County Schools has made it a standard practice to have EC, ESL, and AIG team members on AIG Search Committees and as part of the DEP development teams to assure that ESL Plans and IEP Plans are reflected in the DEP. (Covers twice identified students.) Parents are invited to meetings to provide input related to their child. While the school district does an excellent job of collaborating and planning for individual students, we recognize the power of including this group into planning for all gifted students.

Planned Sources of Evidence: Sample DEPs
Meeting minutes

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 Maintained Practice for 2013-2016.

Rationale: While AIG Specialists and Counselors work closely together to address social and emotional needs of AIG students, there is a need for updated professional development in this area to address the latest research for helping gifted students.

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

Description: AIG Specialists and Counselors communicate frequently to stay abreast regarding AIG students and the issues they may be encountering. Individualized counseling sessions are provided as needed. Collaboration with general education teachers and other stakeholders occurs when assisting a student in this area. We also have in-school therapy/school based mental health as well as the AIG Specialists teaching social/emotional issues through literature.

Planned Sources of Evidence: Journal/reflection writing during AIG time
Counselor referrals
Lesson Plans
Schedules
Sign-In Sheets

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Warren County Schools currently has a grade/subject acceleration policy in place. The district is developing a plan to address putting into place Credit by Demonstrated Mastery which was recently approved by the State Board of Education. This should be implemented during the 2013-2014 school year.

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

Description: The following criteria are used as a guide for accelerative instruction and placement for students identified as AIG. The AIG Search Committee considers extraneous factors that may prevent a student from achieving all criteria during the decision making process.

Elementary Options:

CROSS-GRADE GROUPING: (Must meet all of the criteria for this option)

Aptitude 95% COGAT/Naglieri

Achievement Demonstrated proficiency(95%) on grade appropriate achievement assessment (K-2) or EOG Test (3-5) with a score of 95% on the EOG

Performance Grades A or E in subject area

Observable Student Behavior checklist/portfolio Behaviors

Motivation Strong desire to learn

Interest Observable data

GRADE ACCELERATION: (Must meet all criteria for this option)

Aptitude 98% or above on an Individualized Aptitude Assessment

Achievement (K-12) 98% or above on an Achievement Assessment (3-5) EOG Test at least Level 4.0 and 98th percentile

Performance Student portfolio/work samples demonstrating high-quality performance (3-4

grades levels above)

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data/Student interviews

EARLY ADMISSION TO KINDERGARTEN: (Must meet all criteria for this option)

Students enter elementary school earlier than their age group and peers. Specific guidelines for early entrance are developed and incorporated into school policy. It is the parent's responsibility to attain a nationally-normed evaluation of IQ and achievement. The student's data is then reviewed by the AIG Search Committee. The student is interviewed by the school principal who makes the final decision based on data and recommendations of the AIG Search Committee as well as interview observations.

Middle School Options:

ADVANCED CLASSES: (Must meet 5/5 criteria for this option – one must be achievement)

Aptitude N/A

Achievement Level 4.0 with 90% in appropriate content area on EOG Test

Performance Grades A/B in previous subject area

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data

CROSS GRADE GROUPING: (Must meet 5/6 of the criteria for this option – one must be aptitude)

Aptitude 96% on group IQ Test

Achievement 95% and above on the EOG

Performance Grades A in subject area

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Observable data

GRADE ACCELERATION: A case study format will be required to include, but not limited to the following:

Aptitude 97% on group IQ Test

Achievement 98% or above on EOG Test in appropriate core subjects

Performance Grade A in core subjects

Observable Student Behavior checklist/portfolio
Behaviors

Motivation Strong desire to learn

Interest Student interview
High School Options:

ADVANCED CLASSES and/or HONORS COURSES and/or DUAL ENROLLMENT: (4/5 per course)

Aptitude N/A

Achievement 85% or better on last state-given standardized assessment

Performance Grades A or B in previous class (cumulative)

Observable Student Behavior scale completed by two previous classroom teachers
Behaviors

Motivation Strong desire to learn

Criteria for Credit by Demonstrated Mastery will be forthcoming.

Planned Sources of Evidence: Report Cards

Classroom rosters

NCWISE/Power School Data

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: A recent review of NCWISE data shows that the district-wide AIG identification is commensurate with our demographic population, however that is not the case at every individual school.

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

Description: Warren County Schools provides opportunities to have EC, ESL, and AIG team members to collaborate with parents and other stakeholders regarding the need for differentiating learning for AIG learners. Differentiation is also a topic at monthly curriculum meetings at Central Office. Currently these events are happening at individual schools at parent nights. However, there is a need to do a district-wide outreach to ensure more comprehensive programming. The AIG Specialists in collaboration with the other departments will develop a webinar to inform staff members of characteristics of traditionally under-represented AIG populations for the 2013-2014 school year. If we can get the students identified, then intentional services can be developed.

Planned Sources of Evidence: Webinar
NCWISE/Power School Demographic Data

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: Warren County Schools encourages and supports extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. AIG Specialists often orchestrate and/or provide the opportunities for AIG students as well. Despite these extra programs which have blossomed since the writing of the last AIG Plan, survey results indicate that parents and students would like to see even more opportunities for gifted learners.

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

Description: Warren County Schools has the following programs which help to enhance and further develop the needs of AIG students:

Odyssey of the Mind
Sports programs
Marching Band
Teen Court
Battle of the Books
Service Learning Projects

8/8/2013

Culinary Club
Chocolate Forensics
Math Problem Solving
Accelerated Math
Digital Marble Drop
Recreation activities
Essay contests
STEM
Duke Tip
SEMMA
NC Governor's School
NCSSM summer opportunities
Honor Society

Planned Sources of Evidence: Enrichment proposals

Student Sign-Ins
Participation certificates
Awards presented

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: According to recent parental surveys, Warren County Schools does a fantastic job of individualized communication with parents and families. We are increasing AIG awareness in newspaper articles and during the "Exemplary Works" section of the Board of Education meetings. Due to the strong focus on upgrading our AIG Program as a whole, the Parent Advisory Committee that was a future practice in our last plan has not been developed. There is a definite need to form this group to assure that parent stakeholders have input in AIG programming. Additionally, our brochures and AIG Plan will need to be updated once this plan is approved.

- Goals:**
1. Create an AIG Advisory Board which includes parents from all levels (elementary, middle, and high school).
 2. Conduct at least two AIG Parent Meetings for the school district per year to update parents on policies and programming for AIG.
 3. AIG Specialists will assist in the creation of student-produced communications rather than teacher-generated communications to promote writing, communication, and information dissemination regarding the AIG Program.

Description: Warren County Schools will seek volunteers (student and parent) to serve on the AIG Advisory Board. There will also be teacher and administrator representation. The first goal of this group will be to study the new plan in detail and develop steps/strategies to achieve our goals. While the plan will be public, the school district wants to assure that there is a clear understanding of the intent and goals of the plan. The Advisory Board can assist with the development of new brochures, pamphlets, etc. to assure that the information is easily understood by the public. After this initial work is complete, the Advisory Board will meet to discuss issues and concerns related to the AIG Program. The school system will strive to invite outside speakers to further educate parents on AIG.

Warren County Schools will also host two AIG Parent meetings that are district wide each year (Fall/Spring). These sessions will give parents and community members updates regarding progress on the AIG Plan. Additional topics will be generated from suggestions gained during the Parent Advisory Board Meetings.

Finally, Warren County Schools recognizes that our students are our biggest partners and there is no better way to promote communication of a successful program than to hear it from the students themselves. Therefore, instead of the AIG Specialists sending home newsletters or creating

websites, the students in the AIG Program will be instrumental in creating that two way communication between home, school, and community.

Planned Sources of Evidence: AIG Plan

Parent Advisory Board Meeting Agendas/Minutes/Sign in Sheets

List of parent suggestions

AIG Family Night Documentation

Sample student newsletters/communications

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 Focused Practice for 2013-2016.

Rationale: The Parent Advisory Committee that was a future practice in our last plan has not been developed. There is a definite need to form this group to assure that parent stakeholders remain informed and up to date about the AIG Program and services as well as updates from State Board of Education Meetings related to AIG. Parent surveys indicated that parents felt informed regarding their child's individual progress, but not about AIG overall in the school district. Informational brochures about the AIG Program need to be updated reflecting our accomplishments and changes since the last plan.

Goals: 1. Assure that there is a copy of the updated AIG Plan (once approved) at every school.

2. Update all informational brochures regarding the AIG Program.

3. Post brochures in all schools and at the Central Office. Make extra copies for Parent Nights at schools that may not be directly related to AIG.

4. Create an AIG Advisory Board which includes parents from all levels (elementary, middle, and high school).

5. Conduct at least two AIG Parent Meetings for the school district per year to update parents on policies and programming for AIG.

6. AIG Specialists will assist in the creation of student-produced communications rather than teacher-generated communications to promote writing, communication, and information dissemination regarding the AIG Program.

Description: Once the Board of Education approves the AIG Plan as updated, a copy will be placed in each school and at the Central Office. There will also be a link to the plan on the DPI website once it is posted.

AIG Specialists and students in collaboration with the Parent Advisory Board will update informational brochures for the AIG Program. Copies will be made available at all schools and at the Central Office.

Warren County Schools will seek volunteers (student and parent) to serve on the AIG Advisory Board. There will also be teacher and administrator representation. The first goal of this group will be to study the new plan in detail and develop steps/strategies to achieve our goals. While the plan will be public, the school district wants to assure that there is a clear understanding of the intent and goals of the plan. The Advisory Board can assist with the development of new brochures, pamphlets, etc. to assure that the information is easily understood by the public. After this initial work is complete, the Advisory Board will meet to discuss issues and concerns related to the AIG Program. The school system will strive to invite outside speakers to further educate parents on AIG.

Warren County Schools will also host two AIG Parent meetings that are district wide each year. These sessions will give parents and community members updates regarding progress on the AIG Plan. Additional topics will be generated from suggestions gained during the Parent Advisory Board Meetings.

Finally, Warren County Schools recognizes that our students are our biggest partners and there is no better way to promote communication of a successful program than to hear it from the students themselves. Therefore, instead of the AIG Specialists sending home newsletters or creating websites, the students in the AIG Program will be instrumental in creating that two way communication between home, school, and community.

Planned Sources of Evidence: Informational Brochures
AIG Advisory Board Agendas/Minutes
Student-generated publications

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 Focused Practice for 2013-2016.

Rationale: The Parent Advisory Committee that was a future practice in our last plan has not been developed. There is a definite need to form this group to assure that parent stakeholders have input in AIG programming. Survey results also indicate that not all parents were fully aware of the AIG Plan and its components.

Goals: 1. Establish a Parent Advisory Committee that is reflective of the demographics of our school district and has at least one representative from each school. One administrator at each level (elementary, middle, and high) will also be invited. There should also be student representation

where appropriate. An interpreter will be made available to assure that our ESL population can be represented.

2. Establish a meeting schedule (at least quarterly) to review AIG Plan progress.
3. Collect parent/teacher/student input via surveymonkey.com at least annually.

Description: The AIG Coordinator and AIG Specialists will conduct the first Parent Advisory Meeting to educate parents on the AIG Plan and to explain how the process of the Advisory Board will work. Surveys will be conducted annually (if not more) to glean input from those not on the Advisory Board. At that point, it is the hope that the meetings will be parent led, not district led. This will make the Board truly advisory instead of district generated.

Planned Sources of Evidence: Calendar of meetings
Advisory minutes
Survey results

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: Warren County Schools uses a variety of media including TransAct, ConnectEd, emails, and paper notifications to inform parents, family, and community members of opportunities available for all students, not just students identified as AIG.

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

Description: Although Warren County Schools uses the above methods of communication and offers interpreters for parent meetings, there is still a need to translate our local forms into Spanish now that we have English Language Learners (ELLs) identified as AIG. This will allow parents to fully understand and access the information on DEP forms.

Planned Sources of Evidence: Translated documents

Spanish forms

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Warren County Schools elected to work first on the structure of the overall AIG Program to maximize the use of our resources and to create a program that addresses all grade levels. Now that there is an infrastructure in place it is time to establish partnerships to take the program to a higher level. This will involve a lot of work as there are few local options available in our rural area. In the past three years, the AIG Specialists have secured approximately \$2,000.00 in funding for extra projects through Donor's Choose grants.

Goals: 1. Research local options available that may support the AIG Program. (Churches, North Warren Training School/North Warren High School, Educational Sororities/Societies, Warren Education Fund, Jaycees, etc.)

2. Request meetings to talk about the AIG Program and the need for additional support.

3. Research options at local universities to bring professional development for AIG to our district. (Partner with neighboring counties for further support.)

Description: Warren County Schools has increased our publicity of AIG in the newspaper and during the Exemplary Works section of the Board of Education meetings. While teachers have individually worked to write grants, it is also important to research local resources that may be available to us. The AIG Specialists and AIG Coordinator will also contact colleges that have AIG certification to establish partnerships for more advanced professional development and to assist in parent education.

Planned Sources of Evidence: Newspaper articles
Board Agendas of Exemplary Works (or samples)
List of contacts made locally
List of colleges/universities contacted

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Warren County Schools developed an AIG Plan 3 years ago which was approved by our Board of Education and has accomplished most of the goals set forth in that plan. Additionally, we accomplished many future practices that we did not anticipate we would meet in the plan cycle. This can be attributed to the dedication of the AIG Specialists in working very hard to do what is in the best interest of students who are gifted. It is time to update the AIG Plan for Warren County Schools to align it with our current needs and with the new AIG Standards that became policy in December 2012.

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

Description: Prior to beginning the 2013-2016 Plan, Warren County Schools' AIG Coordinator and AIG Specialists did a thorough analysis and reflection of the last plan. Each standard and individual practice was evaluated for completion and documentation folders were created to substantiate our success and areas of needed improvement. Once the self-assessment was complete, we used the Unpacking Document from the AIG Wiki on the DPI website and information from Regional Meetings to assure that we understood the language and the standards as presented.

While this process was being completed, all students and parents were given a survey (2 different surveys) that could be completed paper/pencil or online to evaluate the effectiveness of the AIG program. Survey results substantiated and validated our self-assessment tool making the targeted areas of improvement easy. Another survey was completed for teachers and a random sampling was completed among the eight schools in the district.

At that point, the AIG Specialists and the AIG Coordinator arranged for 4 days of professional leave time outside of the classroom to draft a solid plan based on all the evidence collected. Priorities were established for the 2013-2016 plan. The draft was shared with a sampling of teachers, parents, and administrators for final input before being sent to the Board of Education for approval.

Planned Sources of Evidence: Approved AIG Plan (Board of Education Minutes)

Survey data

Meeting notes

Self-assessment document

Folders of AIG Plan Documentation

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: Since the completion of the interim report on the 2010-2013 Plan, the AIG Specialists meet at least quarterly (and usually more often) to monitor the AIG Plan. Beginning with the 2013-2014 school year, the group will meet monthly for plan monitoring and for PLCs (professional learning community) related to AIG. With the establishment of AIG Advisory Board and given that there are no future practices on the AIG Plan, there is a sense of urgency for more frequent monitoring of the plan and implementation of new activities written within the plan.

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

Description: The AIG Team will create a yearly calendar of AIG events which includes plan monitoring dates, AIG Parent Nights, AIG Advisory Board Meetings, PLC meeting dates, and activities/due dates for programs for AIG Students. Creating this calendar will assure that we are on target with plan implementation.

Planned Sources of Evidence: AIG Yearly Calendar
Documentation of plan monitoring

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: AIG Funds come from Program Report Code (PRC) 034. Currently 034 monies are used entirely for salaries of AIG Specialists who work with students identified as AIG all day long. Since there are not enough funds to cover the salaries of both AIG Specialists, the school district graciously makes up the difference. Only those certified in AIG can be paid from PRC 034, therefore this is an allowable expense that is easy to monitor and it meets state policy guidelines.

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

Description: In addition to PRC 034 funds, Title I funds have been used to support AIG professional development and supplies and materials. Instructional supplies are purchased with grant monies received from Donor's Choose or the Warren Education Fund.

Planned Sources of Evidence: PRC 034 Budget

Copies of grants written

Professional development forms paid for from Title I

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Each AIG Specialist maintains data notebooks/portfolios on each student and data is shared with the parents, teachers, students, and school based administrators. This is important because research proves that while AIG students consistently perform above grade level and score well on end of year assessments, they may not make expected growth within that school year. AIG is now a subgroup in the Accountability Model. This means the growth of these students will be tracked as part of the school's overall growth. Therefore it is imperative that we assure that AIG students are making acceptable growth.

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

Description: AIG Specialists will continue to maintain data notebooks on AIG students, tracking progress at least quarterly. This includes EOG/EOC data, SAT scores, ACT, PLAN, etc. Data will be analyzed to assure growth and adequate progress and performance.

Planned Sources of Evidence: Data notebooks/portfolios

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our AIG Staff consists of African American, Native American, and Caucasian personnel as well as life-long and outside of district personnel who can give perspective on the community regarding cultural and ethnic diversity. Each person holds certifications in more than one area (AIG, EC, ESL, general education, etc.) and therefore are aware of the under-represented populations of AIG. NCWISE (soon to be Power School) is compared to our AIG population at least twice a year to assure that the AIG population is commensurate with the school district's demographic population.

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

Description: AIG Specialists review cumulative records of every child at the elementary level to monitor for potential giftedness of all students. This practice needs to be expanded at the middle school/high school level to assure that students that transfer into our school district are not missed. Additionally, the AIG Search Committees have representation from EC and ESL to assure those populations are also represented.

Planned Sources of Evidence: Documentation of AIG Search Committees

Notes of cumulative record reviews

NCWISE (Power School) records

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: Both AIG teachers hold AIG licensure and provide direct services to students. Certifications are available in the Human Resources Department. There are two additional AIG certified teachers in the school district who are also regular classroom teachers, however they do not write DEPs.

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

Description: Warren County Schools maintains a personnel folder on all staff members including areas of licensure. Although there are only funds for two AIG Specialists at this point, the district consistently encourages and provides financial compensation for AIG licensure. It is our hope that eventually there will be AIG certified instructors in all of our schools for more consistency in services.

Planned Sources of Evidence: Copies of AIG licenses

Notices of opportunities to gain AIG certification

Other Comments: Goals

1. Encourage teachers to seek AIG certification.
2. Encourage teachers to seek training in AIG strategies and needs of gifted students.

Warren County Schools continues to encourage teachers to seek AIG certification and training in differentiated strategies for gifted. Few teachers have done so to-date.

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: While Warren County Schools did gain input from different populations for the purposes of writing the 2013-2016 AIG Plan, the advisory group that was a future practice in the last plan has not been developed at this time. There are staff members who meet regularly to review the AIG program and make suggestions for improvement, but the key stakeholders mentioned previously are noticeably absent.

Goals: 1. Establish the AIG Advisory Council.

2. Create a calendar of events for AIG to assure consistent meeting and monitoring of the AIG Plan.

Description: Select and invite stakeholders from various areas (i.e. parents of primary, elementary, middle, high school, as well as community business people) to participate with the Advisory Board.

Meet with the Advisory Board at least quarterly to share updates, program progress, and solicit ideas for improvement.

Planned Sources of Evidence: Copy of invitations to stakeholders.

Meeting agendas and minutes.

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: While surveys of parents, teachers, and students were completed as part of the self-assessment process of the AIG Plan, this is not a practice that we have implemented consistently. There is a need for more frequent feedback to assure quality and effectiveness of our AIG program.

Goals: 1. Send parent, student, and teacher surveys at least annually.

2. Use evaluation forms at the end of parent information or AIG Advisory Board meetings for AIG.

Description: Surveys were developed this year for parents, teachers, and students. Now that the

surveys are done, the AIG Team will send this same survey out each year for comparative data results regarding the AIG Program. This will allow us to track our improvement and determine our next areas of focus. Results of surveys and evaluations will be shared with the Advisory Committee.

Planned Sources of Evidence: Surveys and survey results.

Evaluations of Parent Nights, Advisory Board Meetings, etc.

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: Based on our self-assessment of the 2010-2013 AIG Plan and the interim report submitted to DPI mid-cycle, Warren County Schools accomplished far more than we anticipated on our AIG Plan. Many of our future practices were addressed earlier than we anticipated. Although documentation was kept showing our progress, the actual AIG Plan was not updated on the website.

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

Description: Once approved by NCDPI, Warren County Schools will meet monthly with the AIG Team and at least quarterly with outside stakeholders to review the plan. Changes will be made as needed to the actual plan and re-submitted for approval.

Planned Sources of Evidence: Copies of updated AIG Plans

Calendar of meetings for AIG Plan input

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: While AIG data is shared at monthly curriculum meetings and at quarterly principal meetings with directors and principals, AIG data has not been addressed adequately with the public other than with district data on the NC DPI website.

Goals: 1. Use data from AIG notebooks/portfolios to establish data trends for AIG and monitor progress as a subgroup.

2. Research with the testing and accountability director to see if AIG can be tracked as a subgroup with benchmark testing.
3. Share data from above with Advisory Council for program improvement.

Description: Data notebooks will be maintained to monitor the progress of AIG students and to assure that students are making adequate yearly progress at or above a level comparable with the growth of their peers. This data will be used to evaluate the effectiveness of the services provided by AIG Specialists and the Advisory Council.

Planned Sources of Evidence: Data notebooks/portfolios

Agendas/Minutes from Advisory 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: Warren County Schools has written policies in place to address disagreements that is easy to follow. These grievance procedures are included in the AIG Plan and are distributed at every DEP meeting.

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

Description: PROCEDURES TO RESOLVE DISAGREEMENT

The following procedures should be used to resolve concerns and questions regarding the identification and service options of high ability students. Individuals may contact school personnel to establish a meeting to discuss issues of referral, identification, or services:

1. Classroom Teacher(s) and/or AIG Teacher(s)
2. Principal

PROCEDURE FOR RESOLVING DISAGREEMENT REGARDING NOMINATION, IDENTIFICATION, AND SERVICES

Level I-School Site Review

If parents/guardians have a disagreement regarding search nomination, identification, or services, they shall request in writing a meeting with the principal and Student Search Committee. Other personnel may be requested to attend this meeting as deemed appropriate. The meeting should occur within 10 days of receipt of the written request.

Level II- Administrative Review

If the disagreement is not resolved at the school site, the parent/guardian(s) may appeal in writing, within 10 days of the school site decision, to the Exceptional Children Program Director, the AIG Teacher, and the Superintendent or Designee. They will review the case, respond to the parent(s), and the principal in writing within 10 days of receipt of the appeal.

Level III-School Board Review

If agreement cannot be reached administratively, the parent/guardian(s) may appeal to the Board of Education in writing within 10 days. The Board will offer a written decision to the parent/guardian(s) within 30 days.

Level IV-Neutral Negotiation

If agreement cannot be reached following the Board's decision, the Board of Education will arrange for mediation with an impartial facilitator at the approval of the parent/guardian(s). The mediator will review the decision made by the school system and make recommendations to the parent/guardian(s) and school system within 30 days of reviewing the issues.

Level V-Administrative Law Hearing

If mediation fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 or Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of

- 1) Whether the local school administrative unit improperly failed to identify the child as a high ability student, or
- 2) Whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150b of the General Statutes. Attorney fees are the responsibility of the parent/guardians(s).

Article 9B.

Academically or Intellectually Gifted Students.

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

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

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

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

(1) Develop and disseminate guidelines for developing local plans under G.S. 115C-150.7(a). These guidelines should address identification procedures, differentiated curriculum, integrated services, staff development, program evaluation methods, and any other information the State Board considers necessary or appropriate.

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

§ 115C-150.7. Local plans.

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

(b) Each plan shall include the following components:

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

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

(3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered.

The evaluation shall focus on improved student performance. NC General Statutes - Chapter 115C Article 9B 2

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

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

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

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

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

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

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

§ 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Planned Sources of Evidence: Article 9B

Printed copies of Procedures to Resolve Disagreement

Record of letters/complaints received and the resolution

Other Comments:

Glossary (optional):

Appendix (optional):

Warren County Schools AIG Plan Board Approval.pdf (*Local Board Approval Document*)