

**ASHEBORO CITY BOARD OF EDUCATION**

**June 10, 2010**

**7:30 p.m.**

**Professional Development Center  
Asheboro High School**

**Policy Committee Meeting 6:00 p.m.**

**Finance Committee Meeting 6:45 p.m.**

**I. Opening**

- A. Call to Order
- B. Invocation and Pledge of Allegiance – Derek Robbins
- \*C. Approval of Agenda

**II. Special Recognition and Presentations**

- A. Community Spotlight – The Pilot Club of Asheboro
- B. Board Spotlight – Employee Workplace Safety Accomplishments and Presentation of Award

**III. Public Comments**

- A. Citizens who signed up to address the Board will be called on to make comments. Each individual speaker will be allowed 3 – 5 minutes for remarks. Issues or concerns involving personnel matters are not appropriate for the public comment setting.

**IV. \*Consent Agenda**

- A. Approval of Minutes – May 13, 2010
- B. Personnel
- C. Overnight Out-of-State Field Trip Request for GEAR UP
- D. Budget Amendment S-03
- E. Budget Amendment F-03
- F. 2010-2011 Payroll Calendar
- G. 2010-2011 Career and Technical Education Local Plan

**V. Information, Reports and Recommendations**

- A. Policy 4335 – Criminal Behavior
- B. Policy 7410 – Career Status
- C. Policy 7950 – Probationary Teachers: Nonrenewal
- D. Policy 9205 – Pest Management
- E. Single Gender Classroom Pilot – Donna L. Loflin
- F. Summer Professional Development and Meetings Calendar
- G. Summer Projects

**VI. Action Items**

- \*A. Policy 2120 – Code of Ethics for School Board Members
- \*B. Policy 2123 – Board Member Opportunities for Development
- \*C. Policy 4115 – Behavior Standards for Transfer Students
- \*D. Policy 4120 – Domicile or Residence Requirements
- \*E. Career Status
- \*F. 2010-2013 Strategic Plan Proposal
- \*G. Graduation Guarantee
- \*H. 5<sup>th</sup> Generation 2010 – 2013 Academically or Intellectually Gifted Plan
- \*I. Wireless Network Bid

**VII. Superintendent's Report/Calendar of Events**

- A. Calendar of Events
  - Monday, June 14, 2:20 p.m., Budget Presentation to Board of County Commissioners, County Office Building
  - Monday, June 14, 6:30 p.m., Public Hearing on Budget, County Office Building
  - Monday, June 21, 6:00 p.m., Commissioners Adopt Budget for 2010-11, County Office Building
  - Tuesday, June 29, 5:30 p.m., Summer Board Retreat
- B. Points of Pride

**VIII. Board Operations**

- \*A. July Board Meeting Date
- B. Superintendent's Evaluation

**IX. Adjournment**

**Asheboro City Schools Board of Education meetings are now paperless. All information for the board meetings may be viewed at <http://www.asheboro.k12.nc.us> under Board of Education the Friday following the board meeting.**

**VIII.**

**Asheboro City Board of Education  
June 10, 2010  
7:30 p.m.**

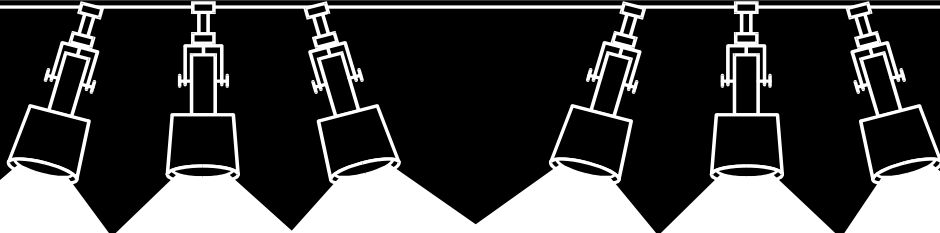
**Addendum**

- I. **Opening**
  
- IV. **\*Consent Agenda**
  - B. Personnel
  
- VI. **Action Items**
  - \*J. Budget Amendment CO-04
  
- IX. **Adjournment**

**Mission Statement**

**We are committed to providing quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21<sup>st</sup> century global citizenship.**

**June 10, 2010**



**Community Spotlight:** Tonight we are recognizing the Pilot Club of Asheboro. Representing them this evening is Linda Covington and club president Kimberly Kenan. The Pilot Club has worked with Asheboro City Schools in a variety of capacities over the years – however, tonight we want to extend our appreciation for their work with the Brain Minder Buddies program presented to all of our kindergarten and first grade students. This program teaches children to “play safe, play smart” and provides safety tips for children.

**Board Spotlight:** In the spotlight this month is the Employee and Workplace Safety Initiative. Much has been accomplished during the school year as employees have received trainings and regular safety assessments have been completed at our schools. For the second time, North Asheboro Middle School will be recognized with the “Safety Award.”

**Special Recognition:**

**Minutes of the Asheboro City Board of Education**  
**May 13, 2010**

**Policy Committee**

The Policy Committee convened at 6:00 p.m. in the Professional Development Center Conference Room with the following members present:

Archie Priest, Jr., Chairman  
Linda Cranford  
Jane Redding

Gidget Kidd  
Phillip Cheek

Committee member absent was Dr. Kelly Harris.

Staff members present were Dr. Diane Frost, Dr. Dot Harper, Dr. Hazel Frick, Dr. Tim Allgood, and Mike Mize.

Chairman Priest called the meeting to order and recognized Dr. Frick who began review of the agenda by addressing Policy 4335 – *Criminal Behavior*. Dr. Frick shared that the policy provides an official statement prohibiting criminal or other illegal behavior on school premises and at school activities. She also reported there have been minor changes to the arrangement of wording in the policy and a new provision added that requires the principal or designee to notify the parents or guardians of students who are alleged to be victims of any of the seventeen reportable offenses. The Committee will present the policy for 30-day review to the full board at its June meeting.

Dr. Frick referred to Dr. Allgood to review Policy 7410 – *Career Status*. Dr. Allgood noted additional wording to the policy due to enacted legislation providing additional information stating that a teacher has the right to a hearing before the board of education if the superintendent recommends that career status should not be granted. After discussion the Committee agreed to present the policy for 30-day review to the full board at its June meeting.

Dr. Allgood reported on Policy 7950 – *Probationary Teachers (Nonrenewal)*. Dr. Allgood shared the newly proposed policy is a result of legislative action taken last summer. The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious or discriminatory or for personal or political reasons. The Committee will send the policy to the full board for 30-day review at its June meeting.

Dr. Frick called on Mr. Mize to provide information on Policy 7205 – *Pest Management*. This also is a newly proposed policy as a result of legislative action and must be in effect by January 2011. The policy will ensure that boards of education are committed to maintaining a safe educational environment while also protecting the physical conditions of school facilities. The Committee agreed to present the policy to the full board at its June meeting for 30-day review.

There being no further business, the meeting adjourned at 6:30 p.m.

**Finance Committee**

The Finance Committee convened at 6:45 p.m. in the Professional Development Center Conference Room with the following participants:

Kyle Lamb, Committee Chairman  
Steve Jones  
Derek Robbins  
Jane Redding  
Phillip Cheek

Joyce Harrington  
Chris Yow  
Gidget Kidd  
Linda Cranford  
Archie Priest, Jr.

Staff members present were Dr. Diane Frost and Harold Blair.

The meeting was called to order at 6:45 p.m. Mr. Blair reviewed Budget Amendment CO-03 and the Capital Outlay fund balance. Discussion followed regarding the Early Childhood Development Center and possible funding options.

There being no further business, the meeting adjourned at 7:13 p.m.

### **Board of Education**

#### **Opening**

The Asheboro City Board of Education met in regular session at 7:30 p.m. in the Professional Development Center with the following members present:

Gidget Kidd, Chairman	Kyle Lamb
Jane Redding	Phillip Cheek
Linda Cranford	Derek Robbins
Joyce Harrington	Chris Yow
Dr. Kelly Harris	Steve Jones
Archie Priest, Jr.	

Archie Smith, Jr., Attorney

Staff members present were: Dr. Diane Frost, Dr. Dot Harper, Harold Blair, Mike Mize, Dr. Hazel Frick, Dr. Tim Allgood, Pam Johnson, Jennifer Smith and Carla Freemyer.

Chairman Kidd called the meeting to order and Ms. Redding gave the invocation. Balfour Elementary student, Taylor Duenas, led the pledge of allegiance.

Following a request from Mr. Robbins to move Overnight Out-of-State Field Trip Request from the Consent Agenda to the Action Agenda, motion to approve the revised agenda was made by Mr. Lamb, seconded by Mr. Jones, and unanimously approved by the Board.

#### **Special Recognition and Presentations**

Ms. Freemyer recognized Mr. Adam Hargett, Committee Chair of Adventures Beyond Classrooms (ABC), a committee formed as a service project of the Asheboro/Randolph Chamber of Commerce 2009 Leadership Class. The Leadership Class raised funds to award students in Asheboro City Schools and Randolph County Schools with field trip scholarships.

Second grade students and teachers from Balfour School shared "POWER Up with Labquests" introducing specific Labquest science probes.

Chairman Kidd and Superintendent Frost introduced and recognized the 2011 Teacher of the Year school level winners including: Kristen McClosky, Balfour Elementary; Steve Watson, Charles W. McCrary; Pam Clinard, Donna L. Loflin; Shari Funkhouser, Early Childhood Development Center; Gail Meyer, Lindley Park; Jill Snotherly, Guy B. Teachey; Sue Walker, South Asheboro Middle School; Scott Benhart, North Asheboro Middle School; and Steve Luck, Asheboro High School.

Ms. Jennifer Smith, Director of Instructional Improvement, recognized this year's Apple of Excellence award recipient, Meredith Wolfe, Donna L. Loflin School. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

### **Public Comments**

Chairman Kidd opened the floor to public comments; no one signed up to address the Board.

Upon motion by Ms. Redding, seconded by Ms. Cranford, the Consent Agenda was unanimously approved by the Board.

### **Consent Agenda**

The following Consent Agenda items were approved:

*Approval of Minutes* – April 15 and April 22, 2010

*Surplus Sale Item – Activity Bus* (A copy of the Surplus Sale Item will become a part of these minutes.)

*Personnel*

### **Recommended for Continued Employment – Probationary Status Tenure Track**

#### **Name**

#### **Subject Area**

#### **Balfour School**

Belpasso, Ashley	5 <sup>th</sup> Grade
Bunting, Lisa	2 <sup>nd</sup> Grade
Cook, Elizabeth	1 <sup>st</sup> Grade
Deming, Amy	3 <sup>rd</sup> Grade
Dillion, Stacy	5 <sup>th</sup> Grade
Ford, Jenee	2 <sup>nd</sup> Grade
Hanson, Rebekah	5 <sup>th</sup> Grade
Hash, Rebecca	4 <sup>th</sup> Grade
Hollaway, Lesley	3 <sup>rd</sup> Grade
Hyatt, Pamela	4 <sup>th</sup> Grade
Larson, Matthew	Physical Education
Leonard, Emily	1 <sup>st</sup> Grade
McCann, Ashley	Kindergarten
Tonkin, Sarah	4 <sup>th</sup> Grade

#### **Charles W. McCrary Elementary School**

Brown, Ashley	English as a Second Language
Chalifoux, Kristin	5 <sup>th</sup> Grade
Chriscoe, Charity	3 <sup>rd</sup> Grade
Espada, Michelle	5 <sup>th</sup> Grade
Fleming, Carol	Art
Gulcin, Rebecca	5 <sup>th</sup> Grade
Hartong, Jessica	2 <sup>nd</sup> Grade
Hogan, Christin	Kindergarten
Johnson, Kristin	4 <sup>th</sup> Grade
Kauffman, Jacob	4 <sup>th</sup> Grade
Norris, Sammie	5 <sup>th</sup> Grade
Payne, Laura	Music
Soto, Emily	3 <sup>rd</sup> Grade

#### **Donna Lee Loflin School**

Cabiness, Donna	Guidance
Carr, Heather	5 <sup>th</sup> Grade
Chismark, Nicoll	3 <sup>rd</sup> Grade

Currie-Hunsucker, Dionne  
Smith, Ashley  
Taylor, Summer  
Wenger, Erin  
Wolfe, Meredith

1<sup>st</sup> Grade  
Pre-Kindergarten  
Special Education  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade

**Early Childhood Development Center**

Federhart, Stacey  
Kidd, Amy

Pre-Kindergarten  
Audiologist

**Guy B. Teachey Elementary School**

Baird, Lauren  
Brickner, Lindsay  
Derrick, Margaret  
Dreyer, Emily  
Gilmer, Heather  
Havens, Ashley  
Hinson, Michelle  
Mandara, Kelly  
McBride, Julia  
Nixon, Denise  
Prichard, Pamela  
Sklarski, Danielle  
Stines, Dubraska  
Weinheimer, Lauren  
Wells, Stephanie  
Wilkie, Dana

Kindergarten  
1<sup>st</sup> Grade  
Kindergarten  
2<sup>nd</sup> Grade  
Pre-Kindergarten  
Kindergarten  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade  
3<sup>rd</sup> Grade  
3<sup>rd</sup> Grade  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade  
English as a Second Language  
3<sup>rd</sup> Grade  
Art  
Special Education

**Lindley Park Elementary School**

Burden, David  
Ellis, Ashley  
Harris, Sheri  
Harvey, Katie  
O'Shields, Erica  
Rush, Caroline  
Smith, Helen  
Wood, Stephanie

4<sup>th</sup> Grade  
1<sup>st</sup> Grade  
3<sup>rd</sup> Grade  
1<sup>st</sup> Grade  
4<sup>th</sup> Grade  
5<sup>th</sup> Grade  
1<sup>st</sup> Grade  
5<sup>th</sup> Grade

**North Asheboro Middle School**

Chandler, Natasha  
Frank, Sarah  
Lore, Makenzie  
Matthews, Teresa  
Richey, Melanie  
Robb, Heather  
Whitaker, Keisha

Math/Science  
Family & Consumer Science  
Language Arts/Social Studies  
Business Education  
Math/Science  
Special Education  
Business Education

**South Asheboro Middle School**

Arroyo, Edward  
Cope, Jaimie  
Hynd, Michael  
Landis-Mullins, Kathleen  
Nelis, Heather  
Nulty-Brown, Jennifer  
Renne, Michael  
Runnfeldt, Kristen

Physical Education  
Art  
Language Arts/Social Studies  
Science/Social Studies  
Physical Education  
Special Education  
Business Education  
Mathematics



Salamone, Jennifer	Mathematics
Smith, Hannah	Language Arts/Social Studies
Thomas, Helena	Mathematics
Whigham, Johnnie	Special Education
<b><u>Asheboro High School</u></b>	
Aldrich, Kimberly	Social Studies
Bunch, Victoria	Mathematics
Grosch, Shea	Marketing
Hoover, Jennifer	English
Humphrey, Leigh	Special Education
LaClair, Peter	Social Studies
Luck, Margaret	Special Education
McInnis, Jennifer	Spanish
Mimm, Ann	Mathematics
Owens, Jonathan	Special Education
Palma, Melisa	Spanish
Pledger, John	Technology
Ross, Nathan	Science
Smith, Richard	Social Studies
Stanich, Martin	English as a Second Language
Tune, D’Vera	Guidance
Washington, Rhonda	Science

**Recommended for Continued Employment – Probationary Status – Non-Tenure Track**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Charles W. McCrary</u></b>	
Watts, Amber	Pre-Kindergarten
<b><u>Donna Lee Loflin School</u></b>	
Gavin, Roberta	Media
<b><u>Guy B. Teachey School</u></b>	
Skoglund, Melissa	Special Education
Smith, Megan	Gifted Education
<b><u>North Asheboro Middle School</u></b>	
Gibbs, Ryan	Language Arts
<b><u>South Asheboro Middle School</u></b>	
Beck, Donna	English as a Second Language
Cagle, Frank	Mathematics
Kingston, Christopher	Special Education
<b><u>Asheboro High School</u></b>	
Church, Leigh Ann	Family & Consumer Science
Dillion, Jonathan	English
Dozier, Angela	Special Education
Helsabeck, Graham	English as a Second Language
Phillips, John	Mathematics
Smith, Chameeka	Business
Watkins, Donnie	Physical Education

**Contracts Expiring at End of School Year – No Action Required**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Charles W. McCrary School</u></b>	
Haywood, Hope	Reading

**Donna Lee Loflin School**

Trogon, Bari Reading

**Guy B. Teachey School**

Hardin, Sandra Reading

**North Asheboro Middle School**

Dunn, Linda Mathematics

**Resignations/Retirements/Separations**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Brown, Bonita	Balfour/Special Education	6/11/10
Dubis, Stevon	Asheboro High/Physical Education	6/11/10
Loomis, Virginia	Teachey/2 <sup>nd</sup> Grade	6/11/10
Morales, Ronaldo	Balfour/Custodian	6/11/10
Rankin-Bartell, Lisa	Teachey/Teacher Assistant	5/7/10
Rosenberg, Sandra	South Asheboro Middle/Spanish	6/11/10
Shaw, Harriet	Loflin/Teacher Assistant	6/11/10
Smith, Lauren	Loflin/4 <sup>th</sup> Grade	6/11/10
Timmerman, Linda	North Asheboro/Lang. Arts-SS	6/11/10
Yow, Susan	Asheboro High/Secretary	4/30/10

**Appointments**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Falowski, Wendy	TBD/Speech Language	8/18/10
Yungeberg, Alison	North Asheboro/Lang. Arts-SS	8/18/10
Leitinger, Daniel	Central Office/Bus Driver	4/29/10
Richau, Kim	Substitute/\$69.00	5/7/10
Andrews, Laura	Substitute/\$69.00	5/24/10
Riggio, Joseph	Balfour/Custodian	5/24/10

**Administrative Contracts**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Harris, Robin	Lindley Park/Principal	7/1/10-6/30/14
Means, Janet	Balfour Elementary/Principal	7/1/10-6/30/14
Pack, Julie	Asheboro High/Assistant Principal	7/1/10-6/30/14
Rice, Phillip	Central Office/Dir. Support Services	7/1/10-6/30/14
Saunders, Brian	South Asheboro/Assistant Principal	7/1/10-6/30/14
Sockwell, Shervawn	North Asheboro/Assistant Principal	7/1/10-6/30/14

**Transfers**

<b><u>Name</u></b>	<b><u>School/Subject</u></b>	<b><u>Effective</u></b>
Clark, Lee	Central Office/Tech. Technician	5/1/10
	To Central Office/Network Systems Analyst	
Teague, Crystal	Central Office/Bus Driver and	TBD
	AHS/Custodian (part-time) to Central Office/Custodian	

**Information, Reports and Recommendations**

Co-chairs of the Strategic Planning Committee, Reynolds Lisk and Gidget Kidd, provided information gathered with community input on a 2010-2013 Strategic Plan proposal. The Board will take action on the proposal at its June 10<sup>th</sup> meeting.

Dr. Allgood informed board members teachers eligible for Career Status were being presented for consideration with final approval being requested at the June meeting. They are as follows:

**Teachers Eligible for Career Status Consideration – May 2010**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Balfour School</u></b>	
Muse, Trisha	Instructional Facilitator
Rossi, Elizabeth	1 <sup>st</sup> Grade
Tong, Nicole	3 <sup>rd</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Bidwell, Tyler	2 <sup>nd</sup> Grade
Crotts, Brianne	Guidance
Hodnett, Elizabeth	Special Education
McCain, Shelia	Visually Impaired
Sedgwick, Kathryn	1 <sup>st</sup> Grade
<b><u>Donna Lee Loflin School</u></b>	
Campbell, Sarah Beth	1 <sup>st</sup> Grade
Wiles, Deanna	4 <sup>th</sup> Grade
<b><u>Lindley Park School</u></b>	
Burian, Chris	4 <sup>th</sup> Grade
White, Charity	Art
Spoonamore, Martha	English as a Second Language
<b><u>North Asheboro Middle School</u></b>	
Blackmon, Katherine	Physical Education
Davidson, Amanda	Spanish
Edwards, Matthew	English as a Second Language
Tong, Aaron	Social Studies
<b><u>South Asheboro Middle School</u></b>	
Butler, Susan	Music
DeCouer, Erica	Mathematics
Snyder, Thomas	Language Arts/Social Studies
<b><u>Asheboro High School</u></b>	
Benhart, Suzanne	Band
Cox, Heather	Special Education
LaClair, Jennifer	Special Education
Lyons, Mary	English
Owens, Yajaira	Guidance
Muse, Wilson	Social Studies
Phillips, Edford	Social Studies
Robbins, Sarah Beth	Business Education
Smith, Richard	Social Studies
<b><u>Central Office</u></b>	
Hill, Kenneth	Comp./Instructional Specialist

Dr. Hazel Frick presented the following policies for 30-day review: Policy 2120, *Code of Ethics for School Board Members* – Updated to meet General Assembly requirements that board members meet ethical requirements. Policy 2123, *Board Member Opportunities for Development* – The policy has been updated to contain information about board members’ requirements to receive at least two hours of ethics education within twelve months of election to office. Policy 4115, *Behavior Standards for Transfer Students* – A provision has been added that students under suspension or expulsion who have been identified as having a disability pursuant to IDEA and who otherwise meet the requirements for

enrollment in the school district are entitled to services to the extent provided by law. Policy 4120, *Domicile or Residence Requirements* – The addition to the policy describes admission eligibility of students with disabilities who are currently under a suspension or expulsion in another school district.

### **Action Items**

Following a 30-day review, a motion was made by Ms. Cranford and second by Mr. Priest to approve the following policies: Policy 7520 – *Family Medical Leave*; Policy 7530 – *Military Leave*; and Policy 7550 – *Absences Due to Inclement Weather*. Motion passed unanimously. (A copy of the policies will become a part of these minutes.)

A motion was made by Mr. Lamb and seconded by Mr. Jones to approve Budget Amendment CO-03 setting aside an additional \$100,000 as the year closes in case of any arising emergencies. (A copy of the budget amendment will become a part of these minutes.)

Upon motion by Mr. Lamb, seconded by Mr. Cheek, the Board unanimously approved an overnight out-of-state field trip request from the Asheboro High School Student Council to travel to the National Association of Student Councils' Convention in Indianapolis, Indiana. (A copy of the field trip will become a part of these minutes.)

### **Superintendent's Report/Calendar of Events**

Dr. Frost shared the following upcoming events requesting members of the Board attend as many as possible: May 20, 6:30 p.m., Teacher of the Year Banquet; May 26, 5:30 p.m., Senior Boards; June 2, 7:00 p.m., Baccalaureate at Asheboro High School; June 3, 7:00 p.m., Asheboro High School Scholarship night; June 9, 7:00 p.m., Asheboro High School Graduation; June 10, 7:30 a.m., Retirement Breakfast; and June 29, 5:30 p.m., Summer Board Retreat.

Ms. Freemyer shared the Calendar of Events highlighting the following: May 22, 7:00 p.m., Asheboro High School Showcase; May 27, 5:00 p.m., Lindley Park Spring Fling; and June 14, 7:00 p.m., Community Forum on Health Care.

Ms. Freemyer presented the following *Points of Pride*: Expert Project Fair held; Student LIFT graduation; Lindley Park wins elementary Battle of the Books; McCrary Unite Club Earth Day Celebration with Randolph Hospital; Beth Ann Fravel, N.C. Jaycees Outstanding Young Educator; Kemper Fitch, Asheboro Association of Educational Office Professionals Administrator of the Year; Teachey Spring Fling; and Relay for Life events across the district.

### **Board Operations**

Ms. Harrington made a motion to approve a request from Randolph Community College to reappointment The Honorable James P. Hill, Jr. to another four-year term on the Randolph Community College Board of Trustees. Mr. Jones made a motion, seconded by Mr. Robbins, to table Ms. Harrington's motion. By show of hands, the motion failed with Mr. Jones, Mr. Cheek and Mr. Robbins voting to table Ms. Harrington's motion and 8 voting against. Chairman Kidd asked if there was a second motion on Ms. Harrington's pending motion to appoint Mr. Hill. Dr. Harris seconded the motion. Motion passed unanimously.

The Board directed Dr. Frost to request that Randolph Community College give the Board of Education a 90-day notice when asking the Board to fill a position on the Board of Trustees at Randolph Community College. Board members also requested a process be set in place to allow other names to be considered when filling a position on the Board of Trustees at Randolph Community College.

Mr. Robbins shared information on several workshops he attended while at the National School Boards Association's Annual Conference in Chicago, Illinois.

**Adjournment**

There being no further business, a motion was made by Ms. Cranford, seconded by Mr. Priest, and unanimously approved by the Board to adjourn at 8:45 p.m.

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Chairman

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Secretary

**Asheboro City Schools  
Personnel Transactions  
June 10, 2010**

**\*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
LaClair, Jennifer	AHS/Special Education	6/11/10
Smith, Hannah	SAMS/Language Arts	6/11/10

**\*B. APPOINTMENTS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Covington, Crystal	CO/Substitute Bus Driver	5/27/10
Frost, Sharon	GBT/Instructional Facilitator	8/18/10
Murray, April	SAMS/Spanish	8/18/10

**\*C. LEAVES OF ABSENCE**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Roman, Jordi	CO/English as Second Language Lead Teacher	8/23/10 - 6/12/12

**D. TRANSFERS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Teague, Crystal	CO/Bus Driver and AHS/Custodian (PT) to CO/Custodian	6/14/10
Spoonamore, Martha	LP/English as Second Language to SAMS/English as Second Language	8/18/10

**Asheboro City Schools  
Personnel Transactions  
June 10, 2010  
Addendum**

**\*A. RESIGNATIONS/RETIREMENTS/SEPARATIONS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Minhinnick, Sara	BAL/3 <sup>rd</sup> Grade	6/11/10

**\*B. APPOINTMENTS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Wallace, Jeffrey	CO/Maintenance	6/14/10
Morton, Joanna	BAL/2 <sup>nd</sup> Grade	8/18/10
Trogdon, Bari	DLL/Reading (PT)	8/18/10
Hardin, Sandra	GBT/Reading (PT)	8/18/10
Haywood, Hope	CWM/Reading (PT)	8/18/10
Dunn, Linda	NAMS/Curriculum Coach (PT)	8/18/10
Kiser, Alisha	BAL/Kindergarten	8/18/10

**\*C. LEAVES OF ABSENCE**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Boone, Angela	GBT/Teacher Assistant	8/18/10 – 9/27/10

**D. TRANSFERS**

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<b><u>NAME</u></b>	<b><u>SCHOOL/SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Purvis, Pam	CWM/Data Manager/Treasurer to AHS/Secretary	8/18/10

**Asheboro City Schools  
Certified Appointments  
June 10, 2010**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Frost, Sharon	UNC - Greensboro B: Elementary Education UNC - Pembroke M: School Administration	Elementary Education Curriculum Instruction Specialist

Sharon Frost is recommended to be an elementary Instructional Facilitator, beginning in August 2010. Ms. Frost is a veteran educator with sixteen years experience in Randolph County and Richmond County schools. In addition to classroom teaching, she has served as an assistant principal, a literacy coordinator, and a lead teacher. Ms. Frost is a resident of Seagrove who is anxious to join the team of Instructional Facilitators in Asheboro City Schools.

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Murray, April	Appalachian State University B: Spanish Education	Spanish

A resident of Asheboro, April Murray is recommended to teach Spanish at South Asheboro Middle School. Ms. Murray has four years of teaching experience at Southwestern Randolph Middle School in Randolph County Schools. She has traveled to Mexico and the Dominican Republic to tutor in orphanages and she has taught in summer programs sponsored by Randolph County Cooperative Extension. Ms. Murray has coaching experience in soccer.



ASHEBORO CITY SCHOOLS  
FIELD TRIP / TRANSPORTATION REQUEST  
SEND TO TRANSPORTATION SUPERVISOR - CENTRAL OFFICE

Group Making Request: GEAR UP School: AHS

Destination: Cleveland GA Date of Trip: 7/24-7/25/10

Number of Students Involved: 30 Percent of Total Group: 100%

Reasons for Students Not Attending: No permission forms

Transportation Method:  Activity Bus  Charter Bus  Private Automobile  Other ( )

If using a Charter Bus service, state name of Vendor here: Royal Tours, Kim Walker

Number of Vehicles Needed (to be secured by the Central Office): 0

Number of Drivers Needed (to be secured by the Central Office): 0

Departure Time: 7/24 ~ 5:00 a.m. Return Time: 7/25 ~ 8:00 p.m. Round Trip Miles (estimated):

Estimated Cost to the Student: \$20.00

Purpose(s) of the Field Trip: Students will participate in a Cadaver Lab with Dr. Greg Landry (ASU) while staying at Strong Rock Camp.

List below the names of adult chaperones who will be accompanying this group on the field trip. Place an "\*" by individuals who are licensed to drive school vehicles and who will be serving in that capacity for you.

April Thompson, Heather Seja, Brooke Davis

If approved, the following procedures must be followed; (1) Written parental permission is required for all field trips. This permission should be acquired using the Asheboro City Schools Parental Field Trip Permission Form; (2) No students can serve as drivers; private vehicles are used as a last resort; and (3) All students in a class or group shall have an opportunity to attend—means will provided for students to participate when necessary.

I certify that all those requirements, in addition to the general guidelines on the back of this form, will be fully met.

[Signature] Sponsor 5/17/10 Date

Approved: [Signature] Principal 5/20/10 Date

Approved: [Signature] Superintendent or Designee 5-18-10 Date

Transportation Scheduled: [Signature] Transportation Supervisor 5-24-10 Date

Special Comments/ Response: Insect bus at 4:30 AM

Budget Amendment  
Asheboro City Schools Administrative Unit  
State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of June, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

REVENUE

1.3100.000	State Allocation	\$ <u>6,314.00</u>
		\$ <u><u>6,314.00</u></u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	4,355.00
1.5400.005	School Leadership - Principal/Assistant Principal	647.00
1.6400.015	Technology Support - School Technology Fund	<u>1,312.00</u>
		\$ <u><u>6,314.00</u></u>

Total Appropriation in Current Budget	\$ 25,317,377.00
Total Increase/Decrease of above amendment	<u>6,314.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>25,323,691.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of June, 2010.

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Chairman, Board of Education

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Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 10th day of June, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>Revenue</u>		
3.3600.048	Drug Free Schools and Communities	571.62
3.3600.059	Title V - Innovative Education	(662.10)
3.3600.103	Improving Teacher Quality	1,477.32
3.3600.107	Educational Technology	747.00
3.3600.146	Educational Technology - Competitive	343.00
		\$ 2,476.84

<u>Expenditure</u>		
3.5850.048	Safety and Security Support Services	571.62
3.5310.059	Alternative K-12	(662.10)
3.5110.103	Regular Curricular Services	1,477.32
3.5860.107	Instructional Technology Services	747.00
3.5860.146	Instructional Technology Services	343.00
		\$ 2,476.84

Total Appropriation in Current Budget	\$ 9,744,985.62
Total Increase/Decrease of above amendment	\$ 2,476.84
Total Appropriation in Current Amended Budget	\$ 9,747,462.46

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of June, 2010.

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Chairman, Board of Education

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Secretary

# ASHEBORO CITY SCHOOLS

**2010-2011**

## SCHEDULED PAY DATES

MID-MONTH PAYROLL HOURLY PAID EMPLOYEES	END OF MONTH PAYROLL SALARIED EMPLOYEES
	July 30
	<b>August 31</b>
September 14	<b>September 30</b>
October 14	<b>October 29</b>
November 12	<b>November 30</b>
December 14	<b>December 31</b>
January 14	<b>January 31</b>
February 14	<b>February 28</b>
March 14	<b>March 31</b>
April 14	<b>April 29</b>
May 13	<b>May 31</b>
June 14	June 30

**NOTE: MONTHS IN BOLD ARE PAY DATES FOR 10 MONTH EMPLOYEES.**

**2010-2011 LOCAL PLAN  
APPLICATION FOR CAREER AND TECHNICAL EDUCATION (CTE)\*  
STATE/FEDERAL FUNDING**

**FISCAL YEAR 2010-2011**

**FINAL SUBMISSION FOR OVERALL APPROVAL**

All programs, services and activities administered through this local plan will be in accord with the assurances listed in Part IV of this application.

The development of this application for state/federal aid for secondary career and technical education was coordinated by the director for career and technical education. This plan and the programs, services and activities offered are in accord with State and Federal guidelines. The information, data, and certifications included are accurate to the best of our knowledge and belief. The Assurances in Part IV will be carried out.

<b>Local Education Agency (LEA)</b>	<b>Number</b>	<b>Date</b>
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**APPROVED BY:**

**Superintendent of Schools**

**Board of Education**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Name of Chairperson**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Signature**

This Annual Application, when completed, approved by the local board of education and the superintendent of schools, becomes an agreement between the local board of education and the State Board of Education. This Annual Application is a necessary part of the State Board of Education's accountability to the General Assembly of North Carolina and the US Department of Education.

**PREPARED BY:**

**Director, Career and Technical Education**

\_\_\_\_\_  
**Name**

\_\_\_\_\_  
**Telephone Number**

\_\_\_\_\_  
**Signature**

\*Career and Technical Education is the administrative name which encompasses vocational and technical education in North Carolina. In state and federal laws, however, the terms vocational and technical education are used. For the purposes of this plan, these terms are synonymous.

**Asheboro City Schools**  
**Application for Career and Technical Education (CTE) State/Federal Funding**  
**Fiscal Year 2010-2011**

**Executive Summary**

**PURPOSE OF THE APPLICATION:** The Local Planning System (LPS) is the vehicle for strategic planning, managing performance, and assuring accountability for CTE. Part I of the LPS is a system overview and strategic planning tool. Part II is designed to attain and maintain performance excellence, as defined by the Carl D. Perkins Career and Technical Education Act of 2006. LEAs can analyze measurable performance based on trend information; analyze system and subsystem performance based on relevant subcategories crucial to stakeholders and customers; set rational short and long-term benchmarks; develop strategies based on the greatest opportunities for improvement (OFIs); and allocate resources based on the greatest OFIs. Finally, the LPS incorporates the requirements of all applicable state and federal laws which govern CTE in North Carolina. This application must be submitted to the Department of Public Instruction in order to receive and use state and federal funds for career and technical education programs and services in grades 6-12 for the 2010-2011 fiscal year. The application describes the manner in which we propose to use these funds in accord with the purposes mandated by state and federal legislation.

**PROGRAMS AND SERVICES OFFERED THROUGH THESE FUNDS:** Career and technical education (CTE) is conducted in all middle and high schools in Asheboro City Schools. Supporting Asheboro City Schools' strong academic foundation is a diverse career and technical curriculum in which students are provided opportunities to make classroom instruction relevant to real world situations. Asheboro City Schools' career and technical education courses provide students with a variety of options to fulfill the requirements for College Tech Prep, College Prep/College Tech Prep, Occupational Course of Study, the North Carolina Academic Scholars Program and the Future-Ready graduation requirements. Student credentialing and certification opportunities are available in selected program areas. Career and technical education student organizations are an integral part of CTE programs. The ultimate goal of CTE is for our graduates to become successful in a career and contributing members in society. CTE serves middle school students in a comprehensive program. Courses deliver appropriate instruction in computer literacy and allow students to explore career decision making as well as develop future four-year educational plans in their eighth grade year. At Asheboro High School, CTE offers courses aligned with 10 Career Clusters. Selected CTE courses are eligible for honors credit for students who are on the standard course of study and meet the NC Honors Course Standards. Expanded course offerings are available through Randolph Community College, which include additional courses. The School Profiles section in Part III of the plan identifies the specific courses offered at each school. Asheboro City Schools and Randolph Community College work collaboratively. Articulation agreements exist between the two institutions that allow certain high school Career and technical education courses to also qualify for college credit.

**PROJECTED ACTIVITIES AND PRIORITIES:** The major thrusts for CTE in Asheboro City Schools include providing appropriate career clusters opportunities; offering credentialing for students and staff; meeting ESEA requirements; providing appropriate CTE courses for high school students from the North

Carolina Standard Course of Study; and supporting high school reform. We will be continuing our commitment to monitor student progress and achievement in technical competency attainment within our career and technical education programs through our Instructional Management System. We will also be working to improve our performance relative to all state Performance Indicators adopted for career and technical education programs by the NC State Board of Education. We will continue to provide opportunities for professional growth for CTE staff and encourage and support National Board certification. Career and technical education will continue to support the Asheboro City Schools Strategic Plan in our pursuit of excellence as well as develop specific strategies for program improvement based on the Career and Technical Education Comprehensive Program Review. Activities and priorities will support the mission of CTE which is to help empower students for effective participation in an international economy as world-class workers and citizens.

All programs, services, and activities administered through this local plan will be in accord with the assurances listed in Part IV, Assurances and Certification, of this application.

The plan in its entirety can be found at:

<http://ctelps.dpi.state.nc.us/>

Login as guest, password is guest – Select Asheboro City Schools

LPS – Local Planning System  
Perkins IV Requirements and Permissives  
Part II – Performance Management

<b>Appendix C</b>
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**REQUIREMENTS**

1. Strengthen Academic and Technical Skills
2. Offer Not Less Than One CTE Program of Study (POS)
3. Provide All Aspects of Industry
4. Develop, Improve, and Expand the Use of Technology
5. Provide Professional Development Programs
6. Implement LEA Annual Evaluations of CTE Programs
7. Initiate, Improve, Expand, and Modernize Programs
8. Provide Services and Activities of Sufficient Size, Scope, and Quality
9. Prepare Special Populations for High Skill, High Wage, or High Demand Occupations

**PERMISSIVES**

10. Involve Parents, Businesses, and Community and Professional Labor Organizations
11. Provide Career Guidance and Academic Counseling
12. Enhance Local Education and Business Partnerships
13. Provide Programs for Special Pops
14. Assist CTE Student Organizations (CTSO)
15. Provide Mentoring and Support Services
16. Lease, Purchase, Upgrade, or Adapt CTE Equipment
17. Provide Teacher Preparation Programs
18. Develop and Expand Accessibility of Postsecondary Program Offerings
19. Facilitate Transition to Baccalaureate Degree Program
20. Support Entrepreneurship
21. Improve/Develop New Courses
22. Develop and Support Learning Communities
23. Support Family and Consumer Sciences (FACS)
24. Provide CTE Programs for Adults and School Dropouts
25. Provide Assistance to Individuals
26. Support Training and Activities in Nontraditional Fields
27. Support Automotive Technologies
28. Collaborate to Offer Innovative Initiatives
29. Support Other CTE Activities



## Policy 4335: Criminal Behavior

**As recommended to the Board Policy Committee, May 13, 2010**

This policy provides an official statement that prohibits criminal or other illegal behavior on school premises and at school activities. Anyone who is found in violation will be subject to appropriate disciplinary action as stated in applicable board policies and may also be criminally prosecuted. Along with formatting changes to provide clarity to the policy, a new provision required by the State Board of Education has been added that requires the principal or designee to notify the parents or guardians of students who are alleged to be victims of any of the seventeen reportable offenses.

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes to have engaged in criminal behavior on school premises or at school activities will be subject to appropriate disciplinary action as stated in applicable board policies and may be criminally prosecuted as well.

School officials will cooperate fully with any criminal investigation and prosecution. School officials will independently investigate any criminal behavior that also violates school rules or board policy.

**A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR**

If necessary, the superintendent and principal may take reasonable measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the alleged crime, the child's age, and the publicity within the school community, reasonable efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to the alternative school may be made in accordance with the criteria established in board policy 3470/4305, Alternative Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

**B. REPORTING CRIMINAL BEHAVIOR**

The principal must report immediately to law enforcement officers and the superintendent the following acts when the principal has personal knowledge or actual notice from others that such acts occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any of the above-mentioned acts.

- ~~assault resulting in serious personal injury;~~
- ~~sexual assault;~~
- ~~sexual offense;~~
- ~~rape;~~

- ~~kidnapping;~~
- ~~indecent liberties with a minor;~~
- ~~assault involving the use of a weapon;~~
- ~~possession of a firearm in violation of the law;~~
- ~~possession of a weapon in violation of the law;~~
- ~~possession of a controlled substance in violation of the law;~~
- ~~assault on school officials, employees and/or volunteers;~~
- ~~homicide, including murder, manslaughter and death by vehicle;~~
- ~~robbery; or armed robbery.~~

The principal must also report immediately to law enforcement officers the following additional acts occurring on school property: (1) assault on school officials, employees and/or volunteers; (2) homicide, including murder, manslaughter and death by vehicle; (3) robbery; (4) robbery with a dangerous weapon; (5) unlawful, underage sales, purchase, provision, possession or consumption of alcoholic beverages; (6) making bomb threats or engaging in bomb hoaxes, possession of explosives or abetting a minor to possess explosives; and (7) willfully burning a school.

Legal References: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17, -18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -269.2; ch. 90 art. 5; 115C-288(g); State Board of Education Policy HRS-A-000

Cross References: Alternative Learning Programs/Schools (policy 3470/4305), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

Adopted: April 9, 1998 to become effective July 1, 1998

Updated: May 11, 2000; September 9, 2004, March 12, 2009

## Policy 7410: Career Status

**As recommended to the Board Policy Committee, May 13, 2010**

This policy establishes the standard along with the procedure for attaining career status. An addition has been made that provides information stating that a teacher has the right to a hearing before the Board of Education if the superintendent recommends that career status should not be granted. Other formatting changes have been made for clarification purposes.

The board recognizes that an effective staff is critical to the smooth operations of the school district and to creating a learning environment where students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance.

**A. STANDARD FOR CAREER STATUS**

Career status with this district should be reserved for individuals of proven ability who strive for excellence. It is the intent of the board to grant career status only to those teachers who, based upon the superintendent's recommendation, exhibit a pattern of teaching behavior that exemplifies above average performance at the end of the probationary period. The superintendent must be able to substantiate any recommendation for career status with evaluation data, as described in board policy 7815. Career status will not be granted unless the board is satisfied that the probationary employee has met the standards established by the board. Career status may be denied on any legally permissible basis following statutorily prescribed procedures.

An employee who has obtained career status with the school system is expected to continue to strive for excellence, meet all performance standards established by the board and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet the reasonable standards of the board may be subject to demotion or dismissal as provided in policy 7930, Professional Employees: Demotion and Dismissal.

**B. ELECTION OF A TEACHER TO CAREER STATUS**

~~A teacher who has obtained career status in any North Carolina public school district, and either changes school districts or returns to teaching after leaving the profession, will be required to serve a one-year probationary period, except where the board determines that a shorter probationary period is more appropriate to meet the needs of the district.~~

When a teacher has been employed in the school system for four consecutive years, the board, near the end of the fourth year, will vote on whether to grant the teacher career status. At least 30 days prior to the board meeting in which career status will be considered, the superintendent will submit to the board a list of the names of any teachers who are eligible for career status. The superintendent also will make the list available to teachers and the public. Any teacher who believes he or she should be included on the list but whose name does not appear on the list should notify the superintendent immediately,

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but must notify the superintendent no later than six days before the board meeting. For a teacher who has already obtained career status in any North Carolina public school system and who either changes school systems or returns to teaching after leaving the profession, the board will either grant career status immediately upon employing the teacher or vote on whether to grant career status after the teacher's first year of employment. The board shall vote on whether to grant career status to a teacher and shall give the teacher written notice of the decision by June 15 or such later date as provided in G.S. 115C-325(m)(7).

For all proceedings initiated after August 31, 2010, all teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force. By no later than May 15, the superintendent shall provide written notice to the teacher of the superintendent's intent to recommend not granting career status and of the teacher's right, within 10 days of receipt of the superintendent's recommendation, (1) to request and receive written notice of the reasons for the superintendent's recommendation and the information that the superintendent may share with the board to support the recommendation; and (2) to request a hearing if the superintendent recommends not to grant career status for any reason other than a reduction in force. The failure to file a timely request within the 10 days shall result in a waiver of the right to this information and any right to a hearing. If a teacher who is entitled to a hearing files a timely request, the superintendent shall provide the requested information and arrange for a hearing. At the hearing the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board making a decision or holding a hearing.

~~An employee who has obtained career status with the school district is expected to continue to strive for excellence, meet all performance standards established by the board, and pursue professional development as provided in board policy 1610/7800. Any employee who is unable or unwilling to meet reasonable standards of the board may be subject to demotion or dismissal, as provided in board policy 7930.~~

Legal References: G.S. 115C-47(18), -325

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930), Probationary Teachers: Nonrenewal (policy 7950)

Adopted: May 14, 1998 to become effective July 1, 1998

Updated: April 8, 1999, February 12, 2009

## Policy 7950: Probationary Teachers: Non Renewal

**As recommended to the Board Policy Committee, May 13, 2010**

This is a new policy designed to address statutory changes regarding probationary teacher non renewals. In summary, it states that upon recommendation of the superintendent, the Board of Education may refuse to renew the contract of a probationary teacher or to reemploy any teacher for any cause that it deems sufficient as long as the cause is not arbitrary, capricious, or discriminatory or is for political or personal reasons. The policy also outlines the procedure that will be implemented.

# NEW

## **PROBATIONARY TEACHERS: NONRENEWAL**

*Policy Code:*

**7950**

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The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious or discriminatory or for personal or political reasons.

By no later than May 15, the superintendent shall provide written notice to the probationary teacher of the superintendent's intent to recommend nonrenewal and the teacher's right, within 10 days of receipt of the superintendent's recommendation, to request and receive written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. The failure to file a timely request within 10 days shall result in a waiver of the right to this information. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A probationary teacher, whose contract is not in the final year before the probationary teacher is eligible for career status, has the right to petition the board for a hearing regarding the superintendent's recommendation for nonrenewal. The board will notify the probationary teacher of its decision whether to grant a hearing. For all proceedings initiated after August 31, 2010, teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force (see policy 7410, Career Status).

The board will notify the probationary teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher submitted a request for information or a hearing, the board shall provide the nonrenewal notification by July 1 or a later date upon the written consent of the superintendent and teacher.

Probationary teachers during the term of their contract shall be demoted or dismissed only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

Legal References: G.S. 115C-45(c), -325

Cross References: Career Status (policy 7410), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted:



## Policy 9205: Pest Management

**As recommended to the Board Policy Committee, May 13, 2010**

As a result of recent legislative action, this newly proposed policy is required and must be in effect by January, 2011. It ensures that the Board of Education is committed to maintaining a safe educational environment while also protecting the physical aspects of school facilities. It provides an overview of integrated pest management that includes a description of considerations that will be used in facilities planning and maintenance. The final two sections of the policy require that 1) staff, students, pest managers, parents, and the public receive information that relates to achieving pest management objectives, and 2) detailed records of pest management activities must be maintained in order to meet the requirements of the state regulatory agency and the school board.

## PEST MANAGEMENT

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Pests are significant problems for people and property. The pesticides that are commonly used in pest control may pose a potential risk to human health and the environment. The board is committed to maintaining a safe educational environment while also protecting the physical conditions of school facilities. To this end, the board will utilize Integrated Pest Management (IPM) programs or incorporate IPM procedures into the maintenance program conducted by the school system. The superintendent will appoint an IPM contact person to facilitate the use of IPM techniques. As necessary, the superintendent will develop administrative procedures for the IPM program.

### A. OVERVIEW OF INTEGRATED PEST MANAGEMENT

IPM is a comprehensive approach that combines effective, economic, environmentally sound and socially acceptable methods to prevent and solve pest problems. IPM emphasizes pest prevention and provides a decision-making process for determining if, when and where pest suppression is needed and what control tactics are appropriate.

The school system's IPM program will strive to do the following:

1. Minimize any potential health, environmental and economic risks from pests or from the use of pest control methods;
2. Minimize loss or damage to school structures or property from pests or from the use of pest control methods;
3. Minimize the risk of pests spreading into the community; and
4. Enhance the quality of facility use for the school and community.

Pesticides will not be used based *solely* on a schedule. School personnel in charge of pest management will consider how and when pesticides need to be used to achieve the pest management goals.

### B. USE OF IPM IN FACILITY AND MAINTENANCE OPERATIONS

The school system shall include pest management considerations in facilities planning and maintenance. The IPM contact person, in conjunction with the school system's contracted pest management professional, will recommend to the superintendent any landscaping changes, structural modifications and sanitation changes needed to reduce or prevent pest problems. The superintendent will review such recommendations and may authorize action to address necessary minor changes in a timely manner, as the budget permits. For significant changes or changes that require a significant expenditure of funds, the superintendent will recommend changes to the board for approval.

### C. PROVIDING INFORMATION ON IPM TO THE SCHOOL COMMUNITY

Staff, students, pest managers, parents and the public will be informed about potential school pest problems, school IPM policies and procedures, and their respective roles in achieving the desired pest management objectives. Each year, the principal or designee will ensure that the student handbook includes the schedule of anticipated pesticide use on school property and a notice to parents of their right to request notification of nonscheduled pesticide use. Notice of nonscheduled pesticide use should be made at least 72 hours in advance, to the extent possible.

**D. RECORDKEEPING**

Records of all pest management activities must be maintained, including inspection records, monitoring records, pest surveillance data sheets or other indicators of pest populations, and a record of structural repairs and modifications. If pesticides are used, records must be maintained on site to meet the requirements of the state regulatory agency and school board.

Legal References: G.S. 115C-12(34)(d) and (e), -36, and -47(45)

Cross References: School Safety (policy 1510/4200/7270), Planning to Address Facility Needs (policy 9000), Care and Maintenance of Facilities (policy 9200)

Adopted:

# Single Gender Classrooms at Donna Lee Loflin Elementary School



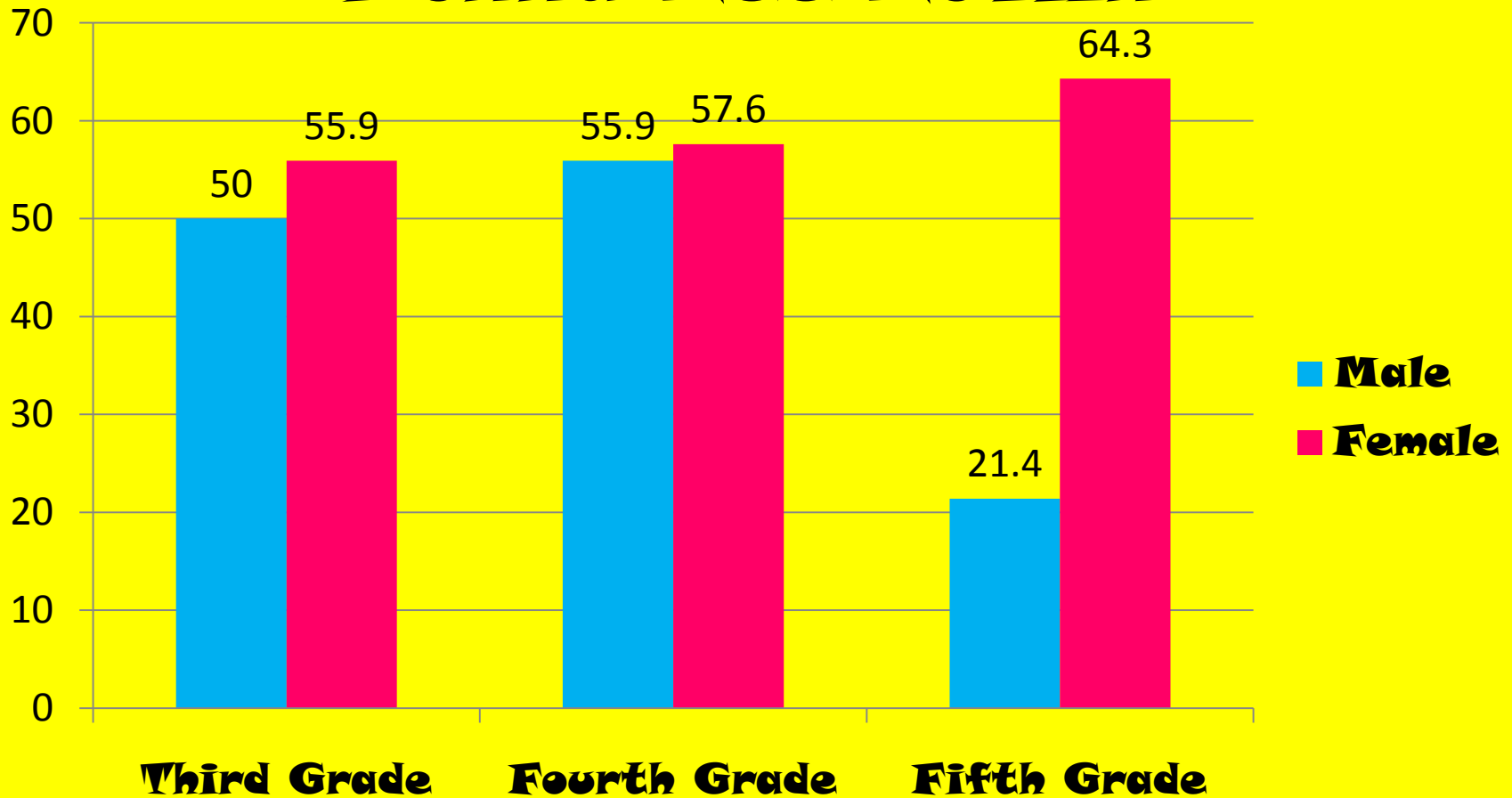
# **Getting Serious about Success**

- **We need to make sure we support the growth of each child at Donna Lee Loflin Elementary.**
  - *Are we meeting the needs of all boys?*
  - *Are we meeting the needs of all girls?*
- **Research shows that boys and girls learn in somewhat different ways.**
- **We believe that placing some boys and girls in single gender settings will result in increased time on task and increased academic achievement.**

# **What will single-gender classes look like?**

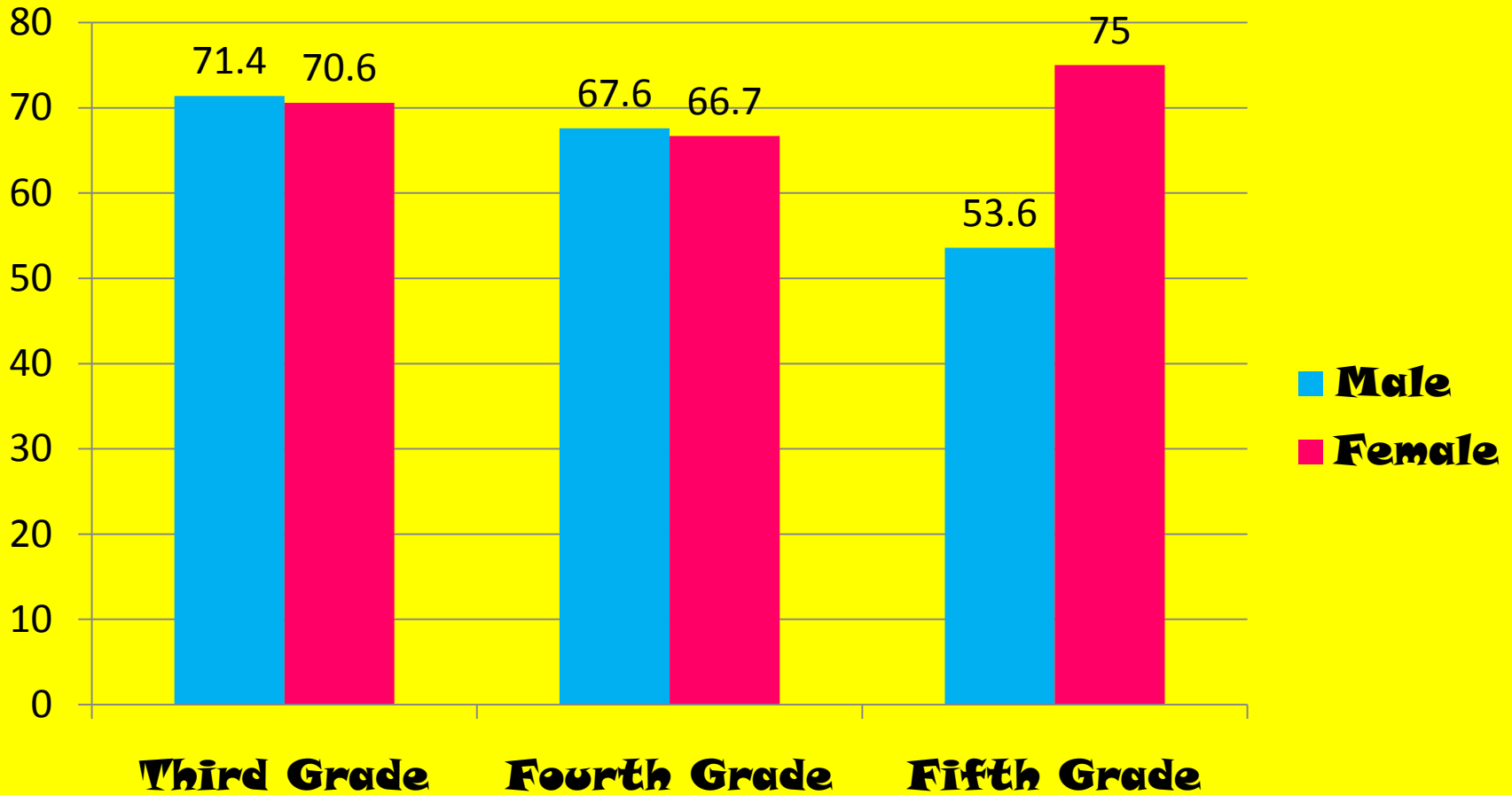
- **The academic learning content will be the same, but will be learned in different ways.**
- **Single-gender settings involve differentiated instruction with more specific and direct options for boys and girls.**

# End of Grade Reading Data for 2008-2009 Donna Lee Loflin



# End of Grade Math Data 2008-2009

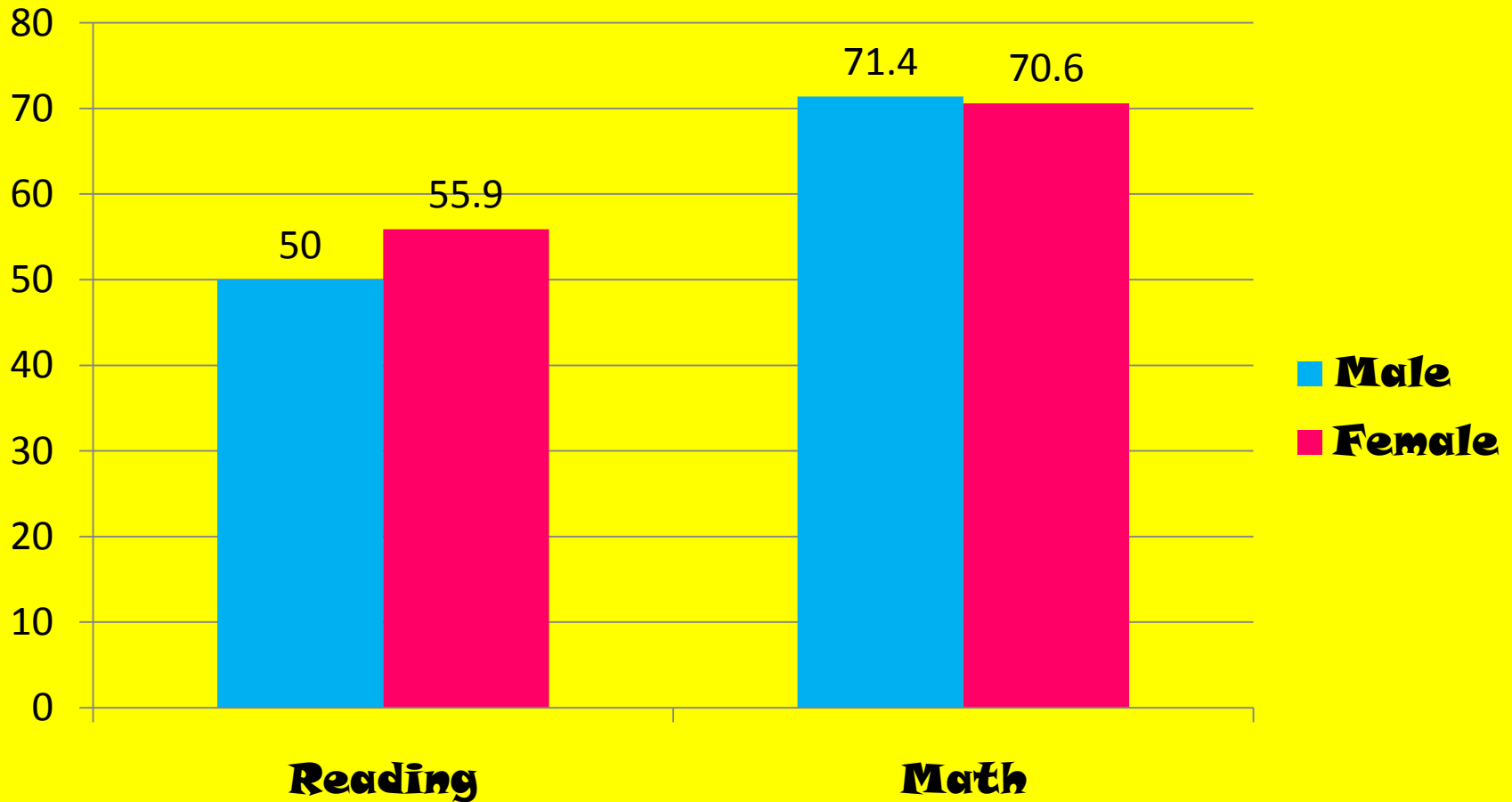
**Donna Lee Loflin**





# Cohort Data 2008-09

## Donna Lee Loflin



# **Discipline Data at Loflin 2009-2010**

- **64% of the students suspended this year have been in 5<sup>th</sup> grade.**
- **Of those 5<sup>th</sup> graders suspended, 89% of those were boys**
- **Only one student in fourth grade has been suspended all year.**

***Focusing on teaching strategies that promote positive behavior and character development specific to males will help us continue this pattern into 5<sup>th</sup> grade.***

**A study done by David Chadwick, the State Director of Single Gender Education for SC showed the following results:**

- In math, 82% of the girls and 76% of the boys of the sample schools showed higher achievement in single gender vs. coed classes
- In reading and language arts, 82% of the girls and 61% of the boys showed higher achievement in single gender vs. coed classes
- 70% of the schools submitting data indicated that single gender classes had a lower number of discipline referrals than coed classes.

# What research says about boys... Many boys

- Need more time moving around
- Are Kinesthetic learners
- Focus more during competition
- Enjoy problem-based learning



# **Single-gender classes will help selected boys...**

- **Increase time on task**
- **Increase focused participation**
- **Learn collaborative working strategies**
- **Develop a positive attitude towards school**
- **Increase development of reading and writing skills**



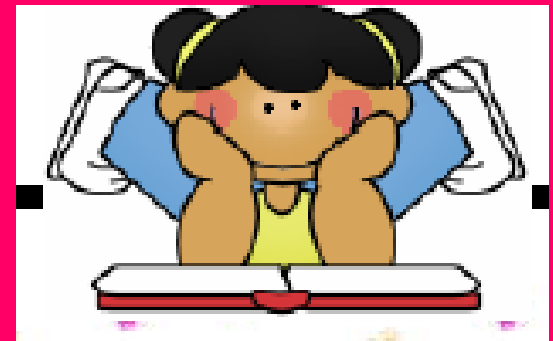
# What research says about girls... many

- **Need more time for discussion**
- **Enjoy working on projects with connections to the real world**
- **Need more support and encouragement to participate**



# **Single-gender classes will help selected girls**

- **Increase time on task**
- **Increase interest in science and math**
- **Increase participation in discussions**
- **Accept and develop leadership roles**
- **Enjoy school more**



# **How will we prepare our staff for participation in the pilot?**

- **We will have the following training for all involved staff members including specialists:**
  - **Boys' and girls' different learning styles**
  - **Strategies to make each group successful**





# Questions and Data...

Research supports the following statements:

- Single-gender classes can lead to fewer discipline referrals.**
- Single-gender classes can help to develop more well-rounded people.**
- Single-gender classes have shown positive results in boosting academics scores.**



<http://www.singlesexschools.org/research-singlesexvscoed.htm>

# Want to find out more?

- <http://www.chadwellconsulting.com/>
- <http://ed.sc.gov/agency/Innovation-and-Support/Public-School-Choice-and-Innovation/SingleGender/Index.html>

# June 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		<b>1</b>	<b>2</b> 2:00-5:00 Media and Technology Meeting (MWilliams)	<b>3</b> 9:00-11:00 – COBR Custodial Staff Meeting	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b> 8:15-9:30 – COBR Instructional Staff Meeting  8:00-3:00 – PDC Conference Room Speech Therapists Meeting	<b>8</b> 9:00–1:30 - PDC End of Year School Bus Drivers Meeting  4:00-6:00 - PDC Teacher Leadership Academy Orientation	<b>9</b> Last Student Day  Graduation Ceremony at 7:00 p.m.	<b>10</b> 7:30 a.m. Retirement Breakfast  10:00-3:00 – PDC Conf. Room Instructional Facilitators Mtg.	<b>11</b> 8:00-11:30 - PDC Refresher - Non-violent Crisis Intervention  8:30-3:30 - PDC Initial Non-violent Crisis Intervention Training  10:00-12:00 – COBR Social Workers Meeting	<b>12</b> 8:30-4:00 Zoo School GEAR UP Math GUI Training  8:30-4:00 Zoo School GEAR UP Summer Planning Science Only
<b>13</b>	<b>14</b> 8:00-2:00 6 <sup>th</sup> Grade Summer School Planning Session SAMS	<b>15</b>	<b>16</b> 9:00-12:00 - PDC Administrative Leadership Team Meeting  8:30-3:30 – Balfour Elementary K-2 Literacy Workshop  8:30-3:30 – Lindley Park Media Center - Grades 3-5 - Math Pacing Guide Revisions	<b>17</b>	<b>18</b>	<b>19</b>
	June 14-15 - 8:30-3:30 – PDC – Grades 3-5 Literacy Workshop			June 17-18 - 8:30-3:30 – PDC – K-2 Literacy Workshop		
	June 14-15 - 8:30-3:30– PDC–K-2 Math Pacing Guide Revisions			June 17-18-8:30-3:30– PDC–Grades 3-5 Math Pacing Guide Revisions		
					8:00-2:00 6 <sup>th</sup> Grade Summer School Planning Session - SAMS	
	June 14-18 - 8:30-3:30 – AHS – 1:1 Professional Development					
	June 14-18 - 8:30-3:30 – AHS Room 267 – Integrated Math I Training for Middle/High School Staff					
	June 14-18 – Math/English Summer Recovery – AHS and Nova Net Lab Credit Recovery - AHS					
		June 15-17 - 8:30-3:30 – SAMS Media Center – Middle Grades Curriculum Work – LA/Science/SS				

20	21	22	23	24	25	26
	8:30-3:30 - PDC K-2 Literacy Workshop 8:30-3:30 – PDC Grades 3-5 Math Pacing Guide Revisions	12:00-5:00 – PDC Re-Enrollment Substitute Teachers	9:00-4:00 – PDC – Administrative Leadership Team Retreat 8:30-3:30 – SAMS Media Center – Middle Grades Connected Math Training			
June 21-25 – 8:00-12:00 - Technology Workshop for Select Middle School Teachers – High Point University						
June 21-25 – 8:30-3:30 - Integrated Math II High School Curriculum Work – AHS Room 267						
June 21-25 – Math/English Summer Recovery – AHS and Nova Net Credit Recovery - AHS						
27	28	29	30			
	8:30-4:00 – Zoo School – GEAR UP Math Planning Days					

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**June 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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June 2, 2010

2:00-5:00

**Media and Technology Meeting**

Media/Technology Staff; PDC

Contact: Marty Williams

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June 3, 2010

9:00-11:00

**Custodial Staff Meeting**

Custodial Staff; Central Office Board Room

Contact: Kimberly Cook

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June 7, 2010

1:00-3:00

**EC Speech Therapists Meeting**

Description: Speech therapists meet for informational purposes, staff development, policy, forms, medicaid and procedures.

All speech therapists; PDC Conference Room

Contact: Pamela Johnson

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June 7, 2010

8:15-9:30

**Instructional Staff Team Meeting**

Description: Monthly meeting for instructional staff team members.

Instructional Staff Team Members; Central Office Board Room

Contact: Dr. Harper

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June 8, 2010

4:00-6:00

**Teacher Leadership Academy Orientation Meeting**

PDC

Contact: Dr. Frost

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**June 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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June 10, 2010

7:30 a.m.

**Retirement Breakfast**

AHS

Contact: Carla Freemyer

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June 10, 2010

8:00-2:00

**Instructional Facilitators Meeting**

All Instructional Facilitators; PDC Conference Room

Contact: Dr. Harper; Required Meeting

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June 11, 2010

8:00-11:30

**Non-Violent Crisis Intervention Training - Refresher**

PDC

Contact: Ken Hill

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June 11, 2010

8:00-3:30

**Initial Non-Violent Crisis Intervention Training**

PDC

Contact: Pamela Johnson

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June 11, 2010

10:00-12:00

**Social Worker Meeting**

Central Office Board Room

Contact: Jane Richburg

---

June 12, 2010

8:30-4:00

**GEAR UP Math GUI Training**

AHS Zoo School

Contact: April Thompson/Nancy Moody

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**June 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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June 12, 2010

8:30-4:00

**GEAR UP Summer Planning – Science Only**

AHS Zoo School

Contact: April Thompson/Nancy Moody

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June 14, 2010

8:00-2:00

**Summer School Planning Session – Middle School upcoming 6<sup>th</sup> graders**

SAMS

Contact: Rhonda McHenry or Sherry Ficquette

---

June 14-18, 2010

8:30-3:30

**Integrated Math I Training – High School Curriculum**

AHS – Room 267

Contact: Jennifer Smith/Nancy Moody

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June 14-18, 2010

8:30-3:30

**1:1 Professional Development for High School**

AHS

Contact: Penny Crooks

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June 14, 15, 16, 2010

8:30-3:30

**Grades 3-5 - Literacy Workshop**

PDC (14<sup>th</sup> and 15<sup>th</sup>); Balfour Elementary (16<sup>th</sup>)

Contact: Janice Kite

---

June 14, 15, 16, 2010

8:30-3:30

**K-2 - Math Summer Pacing Guide Revisions Workshop**

PDC (14<sup>th</sup> and 15<sup>th</sup>); Lindley Park Media Center (16<sup>th</sup>)

Contact: Wendy Rich

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**June 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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June 15-17, 2010

8:30-3:30

**Middle Grades Curriculum Work – Language Arts/Science/Social Studies**

SAMS Media Center

Contact: Jennifer Smith/Nancy Moody

June 16, 2010

9:00-12:00

**Administrative Leadership Team Meeting**

Administrative Team Members; PDC

Contact: Kathy Moore

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June 17, 18, 21, 2010

8:30-3:30

**K-2 - Literacy Workshop**

PDC

Contact: Janice Kite

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June 17, 18, 21, 2010

8:30-3:30

**Grades 3-5 - Math Summer Pacing Guide Revisions Workshop**

PDC

Contact: Wendy Rich

---

June 18, 2010

8:00-2:00

**Summer School Planning Session – Middle School upcoming 6<sup>th</sup> graders**

SAMS

Contact: Rhonda McHenry or Sherry Ficquette

---

June 21-25, 2010

8:00-12:00

**High Point University Technology Workshop**

High Point University (Select Middle School Teachers)

Contact: Marty Williams



**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**June 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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June 21-25, 2010  
Times TBD  
**Math/English Summer Recovery**  
**AHS and Nova Net Credit Recovery**

AHS  
Contact: Kemper Fitch

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June 21-25, 2010  
8:30-3:30  
**Integrated Math II Training – High School Curriculum**

AHS – Room 267  
Contact: Jennifer Smith/Nancy Moody

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June 23-25, 2010  
8:30-3:30  
**Middle Grades Connected Math Training**

SAMS Media Center  
Contact: Jennifer Smith/Nancy Moody

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June 23-24, 2010  
9:00-4:00  
**Administrative Leadership Retreat**

Administrative Team; PDC  
Contact: Kathy Moore

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June 28-29, 2010  
8:30-4:00  
**GEAR UP Math Planning Days**

AHS Zoo School  
Contact: April Thompson/Nancy Moody

# July 2010

July 12-August 2 – Summer School

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 HOLIDAY	6	7	8	9 9:30-3:30 - PDC SMART Board Training	10
11	12	13 8:00-2:00 - PDC Re-Enrollment Substitute Teachers	14	15	16 8:00-12:00 – Zoo School GEAR UP Science and Math Classroom Prep	17
July 12-16 - Nova Net Credit Recovery - AHS						
July 12-16 – AVID Institute Training – Atlanta, GA						
July 12-16 – IMPACT Institute in Raleigh						
July 12-16 – Guy B Teachey Reading Program						
July 12-13 – 8:30-3:30 Grades 3-5 Elementary Literacy Curriculum Work - PDC		July 14-15 – 8:30-3:30 Grades K-2 Elementary Literacy Curriculum Work - PDC				

18	19	20	21	22	23	24
	12:00-5:00 - PDC Re-Enrollment Substitute Teachers	9:30-3:30 - PDC SMART Board Training	9:00-12:00 – PDC Administrative Leadership Team Meeting  12:00-4:00 – COBR – New Employee Enrollment	9:30-3:30 - PDC SMART Board Training	9:30-3:30 - PDC SMART Board Training	
July 19-23 - Nova Net Credit Recovery - AHS						
				July 22-23–8:30-3:30-WIDA Training – LP Media Center		
July 18-22 – CTE Summer Conference - Greensboro						
July 19-23 – 8:00-4:00 - Grades 3-5 – Literacy Benchmark – Location: TBD						
July 19-25 – 8:30-4:00 – GEAR UP Summer Enrichment for Advanced Math and Biology (Staff and Students) – AHS Zoo School						
25	26	27	28	29	30	31
8:30-4:00 Zoo School GEAR UP Summer Enrichment for Advanced Math and Biology (Staff and Students)		8:00-4:00 - PDC Teacher Leadership Academy		9:30-3:30 - PDC SMART Board Training		
July 27-30 - 8:30-4:00 – GEAR UP Summer Enrichment Second Session begins Integrated I and II Biology and Earth/Environmental (Staff and Students) – AHS Zoo School						

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**July 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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July 9, 2010  
9:30-3:30

**SMART Board Training**

Location: PDC; Contact: Marty Williams

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July 12-13, 2010  
8:30-3:30

**Elementary Literacy Curriculum Work – Grades 3-5**

Location: PDC; Contact: Janice Kite

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July 12-16, 2010  
Times TBD

**Nova Net Credit Recovery**

Location: AHS; Contact: Kemper Fitch

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July 12-16, 2010  
**AVID Institute Training**  
Location: Atlanta, GA  
Contact: Jennifer Smith

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July 12-16, 2010  
**IMPACT Institute**

Location: Raleigh, NC; Contact: Marty Williams

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July 12-16, 2010  
**GBT Reading Program**

Location: GBT; Contact: Susan Vanderburg

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July 13, 2010  
8:00-2:00

**Re-Enrollment Substitute Teachers**

Location: PDC; Contact: Dr. Allgood

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**July 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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July 14-15, 2010

8:30-3:30

**Elementary Literacy Curriculum Work – Grades K-2**

Location: PDC; Contact: Janice Kite

July 16, 2010

8:00-12:00

**GEAR UP Science and Math Classroom Prep**

AHS Zoo School; Contact: April Thompson

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July 18-22, 2010

**CTE Summer Conference**

Location: Greensboro; Contact: Nancy Moody

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July 19, 2010

12:00-5:00

**Re-Enrollment Substitute Teachers**

Location: PDC; Contact: Dr. Allgood

---

July 19-23, 2010

Times TBD

**Nova Net Credit Recovery**

Location: AHS; Contact: Kemper Fitch

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July 19-23, 2010

8:00-4:00

**Grades 3-5 – Literacy Benchmark Workshop**

Location: TBD; Contact: Janice Kite

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**July 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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July 19-25, 2010

8:30-4:00

**GEAR UP Summer Enrichment for Advanced Math and Biology (Staff and Students)**

AHS Zoo School

Contact: April Thompson

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July 20, 2010

9:30-3:30

**SMART Board Training**

Location: PDC; Contact: Marty Williams

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July 21, 2010

9:00-12:00

**Administrative Leadership Team Meeting**

Location: PDC; Contact: Dr. Frost

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July 21, 2010

12:00-4:00

**New Employee Enrollment**

Location: COBR; Contact: Dr. Allgood

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July 22-23, 2010

8:30-3:30

**WIDA Training**

Location: Lindley Park Media Center; Contact: Jordi Roman

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July 22, 2010

9:30-3:30

**SMART Board Training**

Location: PDC; Contact: Marty Williams

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**July 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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July 23, 2010  
9:30-3:30  
**SMART Board Training**

Location: PDC; Contact: Marty Williams

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July 27, 2010  
8:00-4:00  
**Teacher Leadership Academy**

Location: PDC; Contact: Dr. Frost

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July 27-30, 2010  
8:30-4:00  
**GEAR UP Summer Enrichment Second Session begins Integrated I and II; Biology and Earth/Environmental (Staff and Students)**

AHS Zoo School  
Contact: April Thompson

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July 29, 2010  
9:30-3:30  
**SMART Board Training**

Location: PDC; Contact: Marty Williams

# August 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>1</b>	<b>2</b> 8:15-9:30 – COBR Instructional Staff Team Meeting  8:30-12:00 – Language for Learning Training and 12:30-4:00- Upper Level Reading Mastery Randolph County Central Office Boardroom B	<b>3</b> 8:00-12:00 - PDC New Enrollment Substitute Teachers  12:30-4:00- Reading Mastery I and Reading Mastery 2 Refresher Training - Randolph County Central Office Boardroom B	<b>4</b> 8:00-4:00 - PDC School Leadership Team Meeting (AHS, CWM, DLL, LP,GBT)  8:30-4:00 – Corrective Reading Levels A, B1 and B2 Refresher Training – SAMS Media Center	<b>5</b> 8:00-4:00 - PDC School Leadership Team Meeting (SAMS, Balfour, NAMS, ECDC) - PDC	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b> 9:00-12:00 - PDC Bus Drivers Back to School Meeting	<b>11</b> 9:00-12:00 - PDC Administrative Leadership Team Meeting  ACS Website Training – AHS Media Center 9:00-11:00 – School Webmasters 1:00-3:00 – All website users	<b>12</b>	<b>13</b>	<b>14</b>
August 9-11 – 8:30-3:30 - New Teacher Orientation – SAMS Media Center						
August 9-13 – 8:30-3:30 - Co-Teacher Training for ESL, EC, Reading Teachers, General Educators – Location TBD						
<b>15</b>	<b>16</b>	<b>17</b> 8:00-3:00 - PDC Child Nutrition Back-to-school Training	<b>18</b> <b>First Day of School for Staff</b>  8:00-3:00 - PDC Child Nutrition Back-to-school Training	<b>19</b> 8:00-3:30 - PDC Non-violent Crisis Intervention Training  8:00-2:00 PDC Conference Room Instructional Facilitators	<b>20</b> 7:30 a.m. - AHS Convocation  10:00-12:00 - PDC (after convocation) Elementary/Middle/High Staff Meeting  10:00-12:00 – AHS Room 126 CTE Staff Meeting  12:30-3:30 – PDC BT-1 Literacy/Math Meeting	<b>21</b>
August 18-19 – 10 <sup>th</sup> Annual Sports Medicine Symposium – Contact: Randolph Hospital						
<b>22</b>	<b>23</b> 8:00-1:00 – COBR – Vision Screening Training  8:00-12:00 – PDC CPR Training	<b>24</b> 8:00-12:00 - PDC Diabetes Case Manager Training  9:00-11:30 AHS Freshmen Fan Fare	<b>25</b> <b>First Day of School for Students</b>	<b>26</b> 2:30-5:00 - PDC Reading Facilitators Meeting  5:00-7:00 ECDC Open House	<b>27</b>	<b>28</b> 8:00-until FAN Fair (PDC/Blue Comet Academy)



**ASHEBORO CITY SCHOOLS MEETING SCHEDULE  
August 2010**

*Meetings Are Subject To Change  
(Updated June 2, 2010)*

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	9:00-11:00 AHS Zoo School Orientation  4:00-6:00 Elementary Schools Open House  5:00-7:00 AHS Grades 10-12 Orientation  6:30-8:00 Middle School Open House Grade 6 only	6:30-8:00 Middle School Open House – Grades 7-8				
	<b>30</b>	<b>31</b>				

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**August 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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August 2, 2010

8:15-9:30

**Instructional Staff Team Meeting**

Location: Central Office Board Room; Contact: Dr. Harper

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August 2, 2010

8:30-12:00

**Language for Learning Training and**

Location: Randolph County Central Office Boardroom B; Contact: Pam Johnson

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August 2, 2010

12:30-4:00

**Upper Level Reading Mastery**

Location: Randolph County Central Office Boardroom B; Contact: Pam Johnson

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August 3, 2010

8:00-12:00

**New Enrollment Substitute Teachers**

Location: PDC; Contact: Dr. Allgood

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August 3, 2010

12:30-4:00

**Reading Mastery I and Reading Mastery 2 Refresher Training**

Location: Randolph County Central Office Boardroom B; Contact: Pam Johnson

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August 4, 2010

8:00-4:00

**School Leadership Team Meeting - (AHS, CWM, DLL, LP,GBT)**

Location: PDC; Contact: Dr. Harper

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**August 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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August 4, 2010  
8:30-4:00  
**Corrective Reading Levels A, B1 and B2 Refresher Training**

Location: SAMS Media Center; Contact: Pam Johnson

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August 5, 2010  
8:00-4:00  
**School Leadership Team Meeting - (SAMS, Balfour, NAMS, ECDC)**

Location: PDC; Contact: Dr. Harper

---

August 9-11, 2010  
8:30-3:30  
**New Teacher Orientation**

Location: SAMS Media Center; Contact: Jennifer Smith

---

August 9-13, 2010  
8:30-3:30  
**Co-Teaching Training for ESL, EC, Reading Teachers and General Educators**

Location: TBD; Contact: Jordi Roman

---

August 10, 2010  
9:00-12:00  
**Bus Drivers Back to School Meeting**

Location: PDC; Contact: Rebecca Brewer

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August 11, 2010  
9:00-12:00  
**Administrative Leadership Team Meeting**

Location: PDC; Contact: Dr. Frost

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**August 2010**

*Meetings Are Subject To Change*  
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August 11, 2010

**ACS Website Training**

9:00-11:00 – School Webmasters / 1:00-3:00 – All website users

Location: AHS Media Center; Contact: Carla Freemyer

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August 17-18, 2010

8:00-3:00

**Child Nutrition - Back-to-school Training**

Location: PDC; Contact: Kathleen Whitaker

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August 18-19, 2010

**10th Annual Sports Medicine Symposium**

Location: Caraway Conference Center; Contact: Randolph Hospital at [www.randolphhospital.org](http://www.randolphhospital.org) or 336-633-7788

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August 19, 2010

8:00-3:30

**Non-violent Crisis Intervention Training**

Location: PDC; Contact: Pamela Johnson

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August 19, 2010

8:00-2:00

**Instructional Facilitators Meeting**

Location: PDC Conference Room; Contact: Dr. Harper

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August 20, 2010

7:30 a.m.

**ACS Convocation**

Location: AHS; Contact: Dr. Frost

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**August 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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August 20, 2010  
10:00-12:00 (after convocation)  
**Elementary/Middle/High Staff Meeting**

Location: PDC; Contact: Pamela Johnson

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August 20, 2010  
10:00-12:00  
**CTE Staff Meeting**

Location: AHS – Room 126; Contact: Nancy Moody

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August 20, 2010  
12:30-3:30  
**BT-1 Literacy/Math Meeting**

Location: PDC; Contact: Janice Kite

---

August 23, 2010  
8:00-1:00  
**Vision Screening Training**

Location: Central Office Boardroom; Contact: Dr. Rice

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August 23, 2010  
8:00-12:00  
**CPR Training** (for coaching staff and crisis team members)

Location: PDC; Contact: Brad Rice

---

August 23, 2010  
9:00-11:00  
**AHS Zoo School Orientation**

4:00-6:00  
**Elementary Schools Open House**

**ASHEBORO CITY SCHOOLS MEETING SCHEDULE**  
**August 2010**

*Meetings Are Subject To Change*  
*(Updated June 2, 2010)*

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August 23, 2010

5:00-7:00

**AHS Grades 10-12 Orientation**

6:30-8:00

**Middle School Open House - Grade 6 only**

---

August 24, 2010

8:00-12:00

**Diabetes Case Manager Training**

Location: PDC; Contact: Lois Bagley

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August 24, 2010

9:00-11:30

**AHS Freshmen Fan Fare**

6:30-8:00

**Middle School Open House – Grades 7-8**

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August 26, 2010

2:30-5:00

**Reading Facilitators Meeting**

Location: PDC; Contact: Janice Kite

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August 26, 2010

5:00-7:00

**ECDC Open House**

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August 28, 2010

9:00 a.m. – 12:00 noon

**ACS FAN Fair**

Location: PDC/Blue Comet Academy; Contact: Carla Freemyer

## Policy 2120: Code of Ethics for School Board Members

**As recommended to the Board Policy Committee, April 15, 2010**

In the summer of 2009, the General Assembly enacted legislation that requires all local boards of education to adopt a policy containing a code of ethics to guide the actions of board members in the performance of the member's official duties. Immediately following that time, the ACS Board Policy was updated to meet this requirement. In December, 2009, a second part was added to this policy to address five specific standards that are included in Section A: Board Member Ethical Requirements. The format of the policy has also been changed to match that of the North Carolina School Board Association version.

# CODE OF ETHICS FOR SCHOOL BOARD MEMBERS

Policy Code:

2120

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The board recognizes that, collectively and individually, all members of the board must adhere to a code of ethics as required by G.S. 160A-86 and G.S. 115C-47(57).

## A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;
2. the need to uphold the integrity and independence of the board member's office;
3. the need to avoid impropriety in the exercise of the board's and board member's official duties;
4. the need to perform faithfully the duties of the office; and
5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

## B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;
2. endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. render all decisions based on the available facts and independent judgment and refuse to surrender that judgment to individuals or special interest groups;
4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;
5. respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in closed session;



6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;
7. communicate to other board members and the superintendent expressions of public reaction to board policies and school programs;
8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;
9. comply with North Carolina General Statute 115C-50 by earning annually the required 12 hours of training;
10. comply with G.S. 160A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;
11. support the employment of those persons best qualified to serve as school employees and avoid allowing personal relationships and biases to influence decision making;
12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;
13. avoid being placed in a position of conflict of interest and refrain from using the board member's position on the board for personal or partisan gain;
14. take no private action that will compromise the board or administration; and
15. remember always that a board member's first and greatest concern must be the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(57), -50; 160A-86, -87

Cross References: Board Member Opportunities for Development (policy 2123)

Adopted: April 9, 1998 to become effective July 1, 1998

Updated: March 11, 2010

Policy 2123: Board Member Opportunities for Development

**As recommended to the Board Policy Committee, April 15, 2010**

This policy has been updated to contain information about board members' requirement to receive at least two hours of ethics education within twelve months of election to office.

## **BOARD MEMBER OPPORTUNITIES FOR DEVELOPMENT**

*Policy Code:*

**2123**

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Board members are encouraged to participate in professional development activities designed for them. New board members will have the opportunity and will be encouraged to attend orientation programs for new board members sponsored by the state and national school board associations. It is the responsibility of the board to provide new board members a thorough orientation to board policies, practices and duties.

Each board member must fulfill the legal requirement to receive a minimum of 12 hours of training annually.

All board members must receive a minimum of two hours of ethics education within 12 months after initial election or appointment to office and again within 12 months after each subsequent election or appointment to office. This education must address the laws and principles that govern conflicts of interest and ethical standards for local government officials. The superintendent shall maintain records verifying that each board member has participated in the required ethics education. The ethics education required under this paragraph may be counted towards the annual 12-hour training requirement.

Unless otherwise approved by the board, such training must be provided by the following entities: the school district; the North Carolina School Boards Association; the National School Boards Association; the School/Institute of Government; or the Department of Public Instruction. If a board member wishes to receive training credit for or be reimbursed for attending training offered by another entity, he/she must obtain approval from the board.

Funds for participation will be budgeted annually and reimbursement for expenses will be made in accordance with law and applicable board policy.

Legal References: G.S. 115C-50

Cross References:

Adopted: April 9, 1998 to become effective July 1, 1998

Administrative Procedure: None

Revised: November 14, 2002

Policy 4115: Behavior Standards for Transfer Students

**As recommended to the Board Policy Committee, April 15, 2010**

This new update to policy 4115 adds a provision that students under suspension or expulsion who have been identified as having a disability pursuant to IDEA and who otherwise meet the requirements for enrollment in the school district are entitled to services to the extent provided by law.

## **BEHAVIOR STANDARDS FOR TRANSFER STUDENTS**

*Policy Code:* **4115**

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This policy applies to transfer students seeking admission to the school district. Transfer students are students who have been enrolled in or attended a private or public school in this state or another state.

In accordance with State law, the student's parent, guardian or custodian must provide a statement made under oath or affirmation before a notary indicating (1) whether at the time of the admission request the student is under suspension or expulsion from attendance at a private or public school in this or any other state or (2) has been convicted of a felony in this or any other state.

### **STUDENTS UNDER SUSPENSION/EXPULSION OR CONVICTED OF A FELONY**

If at the time of the admission request the student is under suspension or expulsion or has been convicted of a felony, the parent, guardian or custodian must provide to the school district all requested information related to the conduct. The superintendent or his or her designee will review the information and make a determination as to whether the student should be admitted and whether any reasonable conditions should be imposed.

- Suspension – If a student is under suspension for conduct that could have led to a suspension from a school within the school district, his or her admission may be denied until the suspension has expired.
- Expulsion – Admission may be denied to a student expelled from school pursuant to G.S. 115C-391 or who has been expelled from a school for behavior that indicated the student's continued presence in school constituted a clear threat to the safety of other students or employees. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).
- Felony Conviction – Admission may be denied to a student who has been convicted of a felony in this state or any other state. The student may request reconsideration of the decision in accordance with G.S. 115C-391(d).

In any of the above-described circumstances where admission may be denied, the board alternatively may place reasonable conditions on the admission of the student. Such conditions include but are not limited to behavior contracts, alternative school placement and limits on free time and extracurricular activities. Drug testing and weapon searches also may be reasonable conditions so long as they meet any constitutional requirements.

When a student who has been identified as eligible to receive special education and related services under the Individuals with Disabilities Education Improvement Act, 20 U.S.C. § 1400, et seq., (2004), is denied admission under this subsection, the local board shall provide educational services to the student to the same extent it would if the student were enrolled in the local school administrative unit at the time of the suspension or expulsion, as required by G.S. 115C-107.1(a)(3).

Legal Reference: G.S. 115C-366(a4), (a5)

Cross Reference: Discretionary Admission (policy 4130)

Adopted: May 14, 1998 to become effective July 1, 1998

Revised:

## Policy 4120: Domicile or Residence Requirements

**As recommended to the Board Policy Committee, April 15, 2010**

A provision has been added to the policy describing admission eligibility of students with disabilities who are currently under a suspension or expulsion in another school district. The format of this policy has also been edited to provide additional clarity to the information contained in each section.

A student who is domiciled within the geographic area served by the school system, who is under age 21, who has not completed the prescribed courses for high school graduation and who otherwise qualifies for admission, is entitled to be admitted without payment of tuition. Under certain circumstances specified by law, a student who resides in the area served by the school system and who otherwise qualifies for admission to its schools also is entitled to be admitted without payment of tuition.

Children with disabilities are required to meet state domicile requirements to be entitled to admission to school without payment of tuition unless they are “grandfathered” into the system under subsection C.5, below, or unless they otherwise meet one of the circumstances that entitle them to admission without payment of tuition. (See Section C, below.)

**A. DOMICILE AND RESIDENCE DEFINED**

Domicile requires the intent to abandon one’s prior home and remain in the new location as a permanent home for an indefinite period. In contrast, a residence need not be one’s exclusive home and does not require an intention that the residence be the permanent home.

**B. MEETING DOMICILE REQUIREMENTS**

1. Domicile of Students Generally

The domicile of a student under 18 years of age is presumed to be the domicile of his or her parents, legal guardian or legal custodian as defined by the General Statutes of North Carolina.

2. Domicile of Emancipated Students

If a student is at least 18 years of age, is married, or has been abandoned by his or her parents, or if the court declares a student to be emancipated, the student may establish a domicile independent from that of his or her parents, legal guardian or legal custodian. A student who establishes domicile as a result of being emancipated is a domiciliary of the school system and is entitled to the same rights and privileges of other students domiciled in the school system.

3. Domicile of Students with Divorced or Separated Parents

Domicile for the purpose of school admission and assignment will be determined by the following criteria.



- a. In the event that a student's parents are divorced or separated and legal custody has been given to only one parent, the student's domicile follows that of the parent who has been granted physical custody.
- b. If physical custody has not been determined or has been granted jointly to both parents, or if the custodial parent wishes the student to attend school in the non-custodial parent's system of residence, then the parents must jointly agree on which residence will be used to determine the student's domicile. The selected residence must be submitted in writing to the superintendent.
  1. The selection may not be changed during the school year unless the parents satisfy the board's policies on transfers and releases.
  2. In the event that the parents cannot agree on which residence will be used to determine the student's domicile for school assignment purposes, school officials shall assign the student according to the residence of the parent with physical custody of the student at the beginning of the school year.

### C. MEETING RESIDENCE REQUIREMENTS

A student who resides in the system in any of the following circumstances will be admitted without payment of tuition.

1. The student is homeless as defined in state and federal law and policy 4125, Homeless Students. A student living with a friend or relative is not a homeless student unless he or she lives there due to conditions that constitute homelessness under state and federal statutes. A homeless student will be assigned to a school in the attendance area where he or she is physically located or wherever the interests of the child are best met.
2. The parent, guardian or legal custodian residing in the school system attendance area is a student, employee or faculty member of a college or university or is a visiting scholar at the National Humanities Center.
3. The student resides in a group home, foster home or other similar facility or institution.
4. The student resides in a pre-adoptive home following placement by a county department of social services or a licensed child-placing agency.
5. The student is considered a child with a disability by the General Statutes and the North Carolina *Policies Governing Services for Children with Disabilities*, and the child was (a) enrolled in the school system on the last day of school for the 2006-07 school year or (b) enrolled in and attending a school in the school system

6. The student resides with an adult who is a domiciliary of the school system as a result of any of the following.
  - a. The death, serious illness or incarceration of the child's parent or legal guardian.
  - b. The abandonment by the child's parent or legal guardian of the complete control of the student as evidenced by the failure to provide substantial financial support and parental guidance.
  - c. Abuse or neglect by the parent or legal guardian.
  - d. The physical or mental condition of the parent or legal guardian is such that he or she cannot provide the student with adequate care and supervision.
  - e. The relinquishment of physical custody and control of the student by the student's parent or legal guardian upon the recommendation of the department of social services or the Division of Mental Health.
  - f. The loss or uninhabitability of the student's home as the result of a natural disaster.
  - g. The parent or legal guardian is one of the following: (1) on active military duty and is deployed out of the local school administrative unit in which the student resides; (2) a member or veteran of the uniformed services who is severely injured and medically discharged or retired (but only for a period of one year after the medical discharge or retirement of the parent or guardian); or (3) a member of the uniformed services who has died while on active duty or as a result of injuries sustained on active duty (but only for a period of one year after the death of the parent or guardian). For purposes of this subsection, the term "active duty" does not include periods of active duty for training for less than 30 days. Assignment under this subsection is only available if some evidence of the deployment is tendered with the affidavits required under G.S. 115C-366.

In order to be admitted under this provision, the student may not be currently under a term of suspension or expulsion from a school for conduct that could have led to a suspension or an expulsion from the local school administrative unit, unless the student is identified as eligible for special education and related services under the *Individuals with Disabilities Education Act*, 20 U.S.C. 1400, *et seq.*, and evidence of such eligibility is tendered with the affidavits described below.

The adult with whom the student resides and the student's parent, guardian or legal custodian, if available, must complete and sign separate affidavits available from the superintendent's office attesting to information required by G.S. 115C-366(a3). If it is found that a person willfully and knowingly provided false information in the affidavit, the maker of the affidavit will be guilty of a Class 1 misdemeanor and will pay to the board an amount equal to the cost of educating the student during the period of enrollment. Repayment will not include state funds.

**D. STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM**

In determining whether a student meets the domicile or residence requirements of this policy, school personnel shall consider the actual address of a participant in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

**E. APPEAL OF ADMISSION DECISIONS**

Within 10 working days of receiving all of the information required under this policy, the superintendent or designee shall provide a written decision to the applicant for admission to the school system. The superintendent's decision regarding admission of the student may be appealed to the board in accordance with subsection E.5 in policy 1740/4010, Student and Parent Grievance Procedure.

Legal References: Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, 34 C.F.R. pt. 300; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq.*; G.S. 7B art. 35; 35A art. 6; 15C-8(i); 50-13.1 to 13.3; 115C-106.3, -107.6, -108.1(a), -366, -407.5; State Board of Education Policy GCS-D-000; *Policies Governing Services for Children with Disabilities*

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Children of Military Families (policy 4050), Homeless Students (policy 4125), North Carolina Address Confidentiality Program (policy 4250/5075/7316)

Adopted: April 9, 1998 to become effective July 1, 1998

Revised: March 9, 2000, January 10, 2008, May 14, 2009

**Professional and Certified Personnel  
Recommendations for 2010-2011 Academic Year  
Asheboro City Board of Education  
June 10, 2010**

**Teachers Eligible for Career Status Consideration – June 2010**

<b><u>Name</u></b>	<b><u>Subject Area</u></b>
<b><u>Administrative Office</u></b>	
Hill, Kenneth	Special Education
<b><u>Balfour School</u></b>	
Muse, Trisha	Instr. Facilitator
Rossi, Elizabeth	1 <sup>st</sup> Grade
Tong, Nicole	3 <sup>rd</sup> Grade
<b><u>Charles W. McCrary School</u></b>	
Bidwell, Tyler	2 <sup>nd</sup> Grade
Crotts, Brianne	Guidance
Hodnett, Elizabeth	Special Education
McCain, Shelia	Visually Impaired
Sedgwick, Kathryn	1 <sup>st</sup> Grade
<b><u>Donna Lee Loflin School</u></b>	
Campbell, Sarah Beth	1 <sup>st</sup> Grade
Wiles, Deanna	4 <sup>th</sup> Grade
<b><u>Guy B. Teachey School</u></b>	
Smith, Megan	Gifted Education
<b><u>Lindley Park School</u></b>	
Burian, Chris	4 <sup>th</sup> Grade
White, Charity	Art
Spoonamore, Martha	ESL
<b><u>North Asheboro Middle School</u></b>	
Blackmon, Katherine	Physical Education
Davidson, Amanda	Spanish
Edwards, Matthew	ESL
Tong, Aaron	Social Studies

**Page 2**

**South Asheboro Middle School**

Butler, Susan  
DeCouer, Erica  
Snyder, Thomas

Music  
Mathematics  
LA/SS

**Asheboro High School**

Benhart, Suzanne  
Cox, Heather  
LaClair, Jennifer  
Lyons, Mary  
Owens, Yajaira  
Muse, Wilson  
Phillips, Edford  
Robbins, Sarah Beth  
Smith, Richard

Band  
Special Education  
Special Education  
English  
Guidance  
Social Studies  
Social Studies  
Business Education  
Social Studies

**GOAL 1:** Asheboro City Schools will produce globally competitive students.

**Objectives:**

1. Every student graduates college and career ready.
2. Every student uses technology to access and demonstrate new knowledge and skills.
3. Expand opportunities for and increase student access to small learning communities.
4. Increase number of students reading on grade level by Grade 3.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
6. Implement innovative after-school enrichment and intervention programs.

**GOAL 2:** Asheboro City Schools will be led by 21<sup>st</sup> Century professionals.

**Objectives:**

1. Every teacher and administrator will have the skills to deliver 21<sup>st</sup> Century content in a 21<sup>st</sup> Century context with 21<sup>st</sup> Century tools and technology that guarantees student learning.
2. Every teacher and administrator will use a 21<sup>st</sup> Century assessment system to guide instruction and measure 21<sup>st</sup> Century knowledge, skills, performance, and dispositions.
3. Build leadership skills and capacity among all teachers and administrators, improve professional practice and develop a culture of shared accountability and responsibility for the success of the district.

**Vision Statement:**  
Asheboro City Schools will be a system of excellence where every student graduates, and is globally competitive for careers, college, and citizenship.

**Mission Statement:**  
We are committed to providing high quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners, prepared for 21<sup>st</sup> century global citizenship.

**GOAL 3:** Asheboro City Schools will provide a safe and nurturing learning environment.

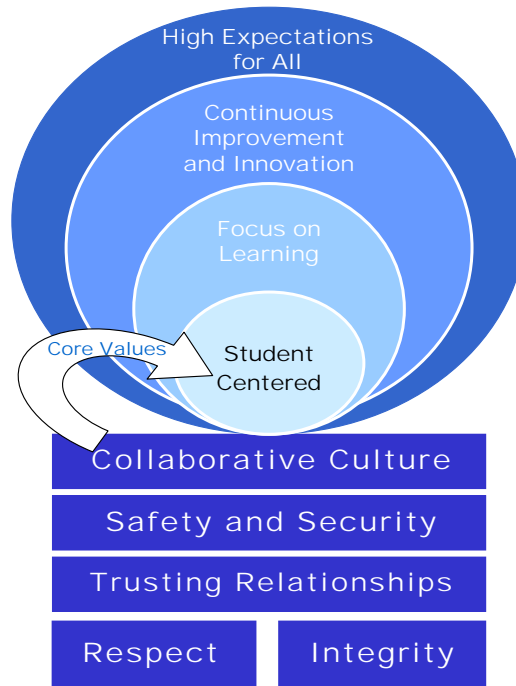
**Objectives:**

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive and flexible for student success.
2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.
3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.
4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

**GOAL 4:** Asheboro City Schools will collaborate with parents, community and higher education partners to promote student success.

**Objectives:**

1. Provide web based parent portal to access grades, attendance, and other student data.
2. Increase communication and outreach to parents.
3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.
4. Expand parent education opportunities through Family Alliance Network (FAN).



**GOAL 5:** Asheboro City Schools facilities will be a point of pride.

**Objective:**

1. Implement Long Range Facilities Plan.



# COMMITMENT TO ACCOMPLISHMENT

*Asheboro's graduates are guaranteed!*

## Resolution

June 10, 2010

WHEREAS, the Asheboro City Schools' mission is to provide quality learning opportunities for all students in a safe and inviting environment so that our students can become successful lifelong learners and responsible, productive citizens, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates for the future, and

WHEREAS, the Asheboro City Schools are committed to preparing our graduates to successfully pursue post-secondary education or enter the workforce in Randolph County with the skills necessary to satisfactorily perform their job,

NOW, THEREFORE, BE IT RESOLVED the Asheboro City Board of Education hereby offers this guarantee to Randolph County employers until June 1, 2011:

**If you hire a 2010 graduate of Asheboro High School and find that he or she lacks the basic skills in reading or mathematics needed to learn and perform satisfactorily on the job, we will take that graduate back.**

If you are not satisfied with one of our 2010 graduates' basic skills in reading or mathematics, please call the superintendent at (336)625-5104. The graduate will be contacted and offered free additional coursework.

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Diane L. Frost, Ph.D.  
Superintendent

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Gidget Kidd  
Board of Education, Chair



**Asheboro City Schools**

*...the subject is excellence!*

**Asheboro City Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2010-2013**

**Approved by local Board of Education on:**

**LEA Superintendent's Name:** Dr Diane L Frost

**LEA AIG Contact Name:** Pam Johnson

**Submitted to NC Department of Public Instruction on:**

Asheboro City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, July 2009). 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 transition to the new AIG Program Standards, every LEA 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 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2010-2013, Asheboro City Schools local AIG plan is as follows:***

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

We recognize that:

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



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

We believe that:

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

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

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

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

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

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

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

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

#### Sources of funding for local AIG program (as of 2010)

State Funding	Local Funding	Grant Funding	Other Funding
\$274019.00	\$17000.00	\$ .00	\$ .00

#### 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 clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Although screening and identification procedures are in place, they are not communicated clearly to all stakeholders. According to our survey, only 36% of certified staff felt the AIG identification procedures within our district are clear. Therefore, we will focus on this practice in the future.

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

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

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

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

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

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

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

**Ideas of Strengthening:**

- AIG plan will be posted on the AIG website.
- Spanish translation of the plan will also be posted on the AIG website.
- Brochures in both English and Spanish for all elementary and middle schools will be given to parents and students.
- A copy of service criteria will be given to parents of AIG students, as well as teachers and guidance counselors.
- The plan will also be communicated yearly at the district Parent FAN Fair event.

**Standard 1: Student Identification**

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

### **Practice B**

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Based on survey data, 40% of certified staff indicated the AIG identification procedures were comprehensive. In order to ensure a comprehensive identification process, the district employs multiple criteria for all grade levels.

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

**Description:** Decisions will be made using appropriate sources to ensure that an accurate appraisal of the student's needs has been made. No single piece of information should prevent a student from consideration for services; however, a single piece of information can indicate that differentiated services are warranted (e.g., an IQ score on an individual assessment that is in the superior range is indicative of outstanding intellectual aptitude).

Our LEA uses the following as components for multiple criteria:

- System-wide screening of all students in grades three and five by administering the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Elementary teachers complete a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- ELL students who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent nomination process in place and a checklist is available to parents.
- Appropriate test by an outside psychologist is accepted.

Our LEA will add the following components for multiple criteria:

- Add criteria of 90th percentile or greater on EOG scores from grades 3-8 for reading and math
- Add the Gifted Rating Scale at 7th and 8th grades for identification for math.

Attachments 1a and 1b explain multiple criteria for Academically and/or Intellectually Gifted identification.

**Planned Sources of Evidence:** AIG consultant notebooks and/or student folders contain the following data:

- Results of system-wide screening of all students in grades three and five by administering the

Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS)

-TOPS (Teacher Observation of Potential in Students) form

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

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

-Completed Gifted Rating Scale

-Documentation of teacher/parent nominations

-Documentation of testing by outside psychologist

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

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

### **Standard 1: Student Identification**

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

### **Practice C**

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Potentially gifted students from culturally diverse or economically disadvantaged families and students with disabilities are often overlooked for gifted programming; therefore, special efforts may be needed to ensure that these students are nurtured and served. The district population continues to become more diverse: 44.5% white, 14.9% black, and 33.1% Latino. Free and reduced lunch currently comprises 61.57%. There is limited use of non-traditional measures for identifying AIG students. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional.

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

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

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

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

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

**Other Comments:** Individually administered tests may be preferable under certain circumstances. Individual assessments may be administered as needed throughout the year by professional personnel and as determined by the Needs Determination Team if:

- The student has a documented medical condition or disability that may interfere with the ability to perform well in a group situation (i.e., ADD, chronic asthma).
- The student has cultural differences that may interfere with language usage (i.e., ELL).
- The student is from an economically disadvantaged background.
- The existing group data (current within 12 months) on this student does not provide sufficient information to make the decision about the need for services.

When the Needs Determination Team completes test(s), a Request for Additional Information for Referral is done. The committee will specify which individual or group test(s) should be administered for each student.

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

Individualized Tests of Aptitude:

- CTONI: (Comprehensive Test of Nonverbal Intelligence). If students do not have enough receptive language to understand the verbal directions, a CTONI should be administered since those directions are in pantomime.
- Naglieri Ability Test - NNAT: The Naglieri Non-verbal Ability Test (NNAT) is a nonverbal test that assesses mental ability by requiring the examinee to solve problems presented in abstract figures and designs. However, the tests do provide an accurate assessment of learning potential of Limited English Proficient (LEP)s and students of the non-dominant culture, as well as students of lower socio-economic levels.
- RIAS (Reynolds Intellectual Abilities Scale): The RIAS is an individually administered test of intelligence appropriate for ages 3 years through 94 years with a conformed, supplemental measure of memory. The RIAS includes a two-subtest Verbal Intelligence Index (VIX) and a two-subtest Nonverbal Intelligence Index (NIX).
- Universal Nonverbal Intelligence Test - UNIT: The UNIT is intended to provide a fair assessment of intelligence for children and adolescents who have speech, language, or hearing impairments; color-vision deficiencies; different cultural or language backgrounds; and those who are verbally uncommunicative.
- Weschler Intelligence Scale for Children - Fourth Edition - WISC-IV, and R: The WISC-IV is an individually administered clinical instruction for assessing the cognitive ability of children 6 years 0 months through 16 years 11 months.
- The Woodcock-Johnson III Tests of Achievement (WJ III ACH; Woodcock, McGrew, & Mather 2001) is an individually administered battery of achievement tests for ages 2 to 90+ years. The WJ III ACH has 22 tests, with 12 in the Standard Battery and 10 additional ones in the Extended Battery. (See Attachment 2 for our LEA's testing components for AIG placement.)

Additional tests listed in Attachment 3 may be accepted as part of gifted service eligibility for our LEA.

A variety of traditional and non-traditional checklist observation forms and rating scales are administered including:

- Teacher Observation of Potential in Students (TOPS)
- Using Science Talents and Abilities to Reach Students ~ Promoting Learning (Project

U-STARS~PLUS)

-Observation Inventory (adapted from Payne and Slocumb)

Rating Scales

- Re-Forming Gifted Education – Matching the Program to the Child – Karen B. Rogers, Ph.D.
- Gifted Rating Scales – Pfeiffer & Jarosewich
- Scales for Identifying Gifted Students – Prufrock Press, Inc.
- Slocumb-Payne Teacher Perception Inventory – Slocumb and Payne

Parent, teacher, and student inventories and portfolio artifacts are used as needed.

No formal assessments are required for gifted program options at the high school.

Traditional group administered test procedures are followed according to Attachment 4.

**Ideas of Strengthening:** Further research is needed to determine which non-traditional measures will be beneficial in identifying AIG students. At this time we utilize the Naglieri Nonverbal Ability Test, the Universal Nonverbal Intelligence Test, and the Weschler Intelligence Scale for Children. The identification measures need to be based on current theory and research.

### **Standard 1: Student Identification**

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

#### **Practice D**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** The student population continues to become more diverse: 44.5% white, 14.9% black, and 33.1% Latino. 61.57% of students qualify for free and reduced lunch. Screening, referral, and identification procedures that respond to traditionally under-represented populations of the gifted need to be updated to respond to the current demographics of our school system.

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

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

disadvantaged, and other under-served groups. The screening process includes annual formal screening that is on-going and occurs at all grade levels with multiple points of entry during the academic year.

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

Some children who are gifted may not be reaching their potential. In fact, they may not even be recognized as gifted. This may be particularly true of students from under-served populations (low socio-economic, English as a Second Language, minority groups, and twice exceptional). For these students, additional support is needed to offer opportunities for their giftedness to develop. Potentially gifted students from culturally diverse or economically disadvantaged families, and students with disabilities are often overlooked for gifted programming; therefore, special efforts may be needed to ensure that these students are nurtured, recognized, and served which includes: addition of EOG scores in grades 3-8 and Gifted Rating Scales in math in grades 6-8 to identification criteria; increased collaboration between the AIG consultants and the ELL teachers; data analysis collected from the TOPS (Teacher Observation of Potential in Students) forms through development of a Summary Form for each grade level in all elementary schools. Naglieri Nonverbal Ability Test is also available for use with ELL students.

Asheboro City Schools participates in Project USTARs~PLUS and other programs to facilitate the recognition and nurturing of outstanding potential in typically under-served populations at the elementary level. Teachers are trained to provide high-end learning opportunities, to recognize gifted behaviors, to focus on critical thinking and problem solving, and to implement strategies for differentiation in order to provide appropriate level curriculum. Ongoing observations and assessments using the TOPS (Teacher Observation of Potential in Students) by teachers afford flexibility in responding to the needs of all students. By using Project USTARs~PLUS, teachers can observe students in authentic, real-world settings. Students can develop language skills and

demonstrate persistence, creativity, and advanced thinking skills prior to formal identification. By recording the frequency of observed gifted behaviors, teachers can readily recognize potential. Interviewing these students and collecting work samples provide alternative means of identifying those students whose high abilities might otherwise go unrecognized.

Family involvement is a critical area that must be built in for nurturing students. Asheboro City Schools believes that engaging families is essential. Students, with a special focus on under-served populations, are involved in the nurturing initiative through family involvement packets, family nights sponsored by schools, and parent information sessions to address needs of the underserved. It is our belief that building a network of stakeholders – teachers, counselors, administrators, parents, and students – results in improved self-esteem, confidence, and ultimately higher performance for the student.

It is the responsibility of the AIG consultant, in collaboration with regular education teachers and support staff, to nurture and develop the potential of these students. In grades 4 and 5, students who receive >85% on the IOWA or EOG and/or CogAT, or students that were previously identified, will be placed on a nurturing list.

**Planned Sources of Evidence:**

- Summary form to use with data from TOPS will be developed and used for analysis
- Project U-STARs~Plus (Using Science Talents and Abilities to Reach Students ~ Promoting Learning in Underserved Students) is used in elementary schools
- Teacher's Observation of Potential in Students (TOPS) Form from U-STARs~Plus is used in elementary schools
- Inclusive methods of delivering instruction and observations by AIG consultants
- Schedule of collaboration of AIG consultants and classroom teachers
- EOG scores, gifted rating scales, and AIG students' folders are used to identify students

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice E**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The identification procedures for formal placements are consistent within the AIG Program across the LEA. 81% of parents feel they understand how AIG children are identified. The district



consistently follows a systematic process for screening, referral, and identification. Therefore, this practice will be maintained.

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

**Description:** Asheboro City Schools maintains a systematic process for screenings, referrals, and identification within the district (see Attachment 5). There is a Needs Determination Team at all schools and a district level team which serves as a review of school decisions.

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

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

- (a) Current classroom teacher or previous classroom teacher
- (b) Principal or designee
- (c) Guidance counselor
- (d) Chairperson of NDT-AIG consultant
- (e) Regular education teachers representing next grade levels

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

The District Needs Determination Team is comprised of:

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

- (a) Exceptional Education Director
- (b) AIG Consultants

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

An annual review shall be completed at the end of each school year for all students who have a Differentiated Education Plan (DEP) and Individual Differentiated Education Plan (IDEP). The NDT-AIG will review the student's performance in the following areas:

1. Classroom activities
2. Standardized test(s)
3. Gifted education related activities

An Individual Student Identification/Placement Form will be completed for each student to determine level of needs and appropriate service delivery options.

For previously identified students, a process is followed. At the end of the each school year, each previously identified student will be reviewed by the NDT-AIG and/or the AIG consultants' team. The

goal is to provide consistency in identification, placement, and service options.

The annual review process is as follows:

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

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

- Signatures on Differentiated Education Plans
- District AIG Forms
- Minutes from Needs Determination Team meetings at both school and district level

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice F**

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 Focused Practice for 2010-2013.**

**Rationale:** Asheboro City Schools has established written procedures to safeguard the rights of AIG students and their parents/families, including informed consent (see Attachment 6) regarding identification, placement, and procedures, and transfers from other LEAs.

In the former plan, students previously served in another LEA in a gifted program received AIG services on a temporary basis for 30 days upon moving into our district, and then had to meet LEA criteria for identification and placement in order for services to continue for the remainder of the school year. This was often a problem because records were not always received in a timely fashion, making it impossible to meet the 30 day time frame. This led to requiring the LEA to retest or either created a lapse in AIG services for the student.

**Goals:** Our goal is to establish a written policy for AIG students who transfer from another LEA within North Carolina, for out-of-state transfers, and transfers from a private school.

**Description:** Students previously identified elsewhere in grades 4 through 12 in a gifted program must be considered for gifted services when they transfer to Asheboro City Schools. They may receive gifted services for the remainder of the school year. The NDT-AIG will conduct an annual review of all Kindergarten through 12th grade IDEP's and 4th through 8th grade DEP's at the end of the school year. Our LEA will honor AIG identification of students from within our state as indicated in NCWISE; or as indicated by records for out-of-state transfers or private school transfers for the remainder of the school year. Procedures for transfers are as follows:

1. Review all available information from the previous school for the purpose of determining if differentiation of services is needed.
2. Determine what, if any, further information is needed.
3. Complete Individual Student Identification/Placement Form.
4. Follow recommendation on "Previously Identified Students".

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

**Planned Sources of Evidence:**

- AIG parent permission to evaluate obtained prior to individualized tests.
- Annual review data completed at the end of each school year to determine continued AIG identification for all students.
- Differentiated Education Plans signed by parents annually.
- Mid-year review of AIG services and plans conducted for all students.
- Due Process Procedures in place regarding AIG identification, placement, and process for dispute resolution.

**Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice G**

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 2010-2013.**

**Rationale:** AIG consultants maintain and review annually with parents/families documentation that explains the identification process and service options for AIG students. Upon completion of our survey, 81% of parents felt they understood how AIG children were identified in our district. Therefore, this practice will be maintained.

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

**Description:** Differentiated Education Plan (DEP) forms for all students are updated each year and DEP meetings are held annually at all schools. AIG consultants review criteria for placement, enrichment opportunities, content modification, and learning environment. (See Attachment 7)

The learning environment may include:

- in-class flexible grouping
- cross-grade grouping
- cluster grouping
- cross-team subject grouping
- subject advancement
- grade skipping

The content modification may include:

- appropriate classroom grouping strategies
- differentiated units/lessons
- content modification
- alternate products
- curriculum compacting
- increased pace of instruction
- enrichment opportunities

A mid-year and annual review of all K-12 IDEPs and Grade 4-8 DEPs will be conducted. IDEPs and DEPs are on file in the school office and are available for review at any time by parents, administrators, classroom teachers, and teachers of the gifted.

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

- Elementary Differentiated Education Plan

- Middle School Differentiated Education Plan
- Individual Differentiated Education Plan (K-12)
- AIG District database of identified students at elementary, middle, and high school
- AIG consultants' spreadsheets of students and services

**Other Comments:**

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

**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) according to identified abilities, readiness, interests, and learning profiles, K-12.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, special pull-out classes, special schools, mentorships, dual enrollment, special counseling services, etc. to address students' academic, psychological, and social needs. When given appropriate educational opportunities, children who are gifted or show potential will become increasingly knowledgeable; therefore, their need for differentiation increases when compared to others of their age, experience, and environment. The North Carolina Standard Course of Study is used as the basis for instruction, but AIG students' interests as well as their learning profiles, are not being utilized fully. Asheboro City Schools needs to increase teacher awareness of students' abilities, readiness, interests, and learning profiles.

**Goals:** AIG consultants will develop, collaborate, and facilitate a learning styles inventory to be used to better address student needs. The AIG consultants will provide information regarding different learning styles to classroom teachers based on the results of the Learning Styles Inventory.

**Description:** -Asheboro City Schools will continue to give interest inventories at the middle school level in collaboration with the guidance counselor, and will also develop inventories to be used with elementary students.

- Collaborative planning will continue with AIG specialists and other stakeholders in the AIG students' education.
- Gifted education students will continue to have Differentiated Education Plans (DEPs).
- Elementary students' learning profiles will be developed using information from TOPS (Teachers Observation of Potential in Students).
- Middle school students will select classes based on their interest during the last period of the day (React / Comet Time). React (Remediation, Enrichment, and Character Traits) time / Comet Time is a class period during the day when students elect to take enrichment classes and/or remediation

classes. Enrichment classes are chosen based on student interest.

-9th graders will participate in Blue Comet Academy which fosters abilities, readiness, and interests, utilizing learning profiles. Blue Comet Academy was established for all Asheboro High School ninth grade students beginning in the fall of 2006. All ninth graders participate in a freshman seminar class to assist with the transition to high school, strengthen organizational and study skills, and build strong relationships with teachers.

-9th graders will continue to take a learning styles inventory.

-12th graders will create a senior project. The senior project at Asheboro High School provides an opportunity for all students to demonstrate their knowledge and skills. It further provides an excellent medium to showcase their achievements. The project is integrated into senior English, a required course for all graduating seniors. This process has been highly acclaimed and proven successful in many high schools across the country.

**Planned Sources of Evidence:** -Interest Learning Profile/Summary

- Differentiated strategies based on inventories
- Differentiated Education Plan
- Collaborative planning minutes
- List of senior projects
- List of React/Comet Time courses

**Other Comments:**

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

**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 B**

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and therefore they require differentiation in the curriculum and enrichment opportunities. When an appropriately differentiated education is provided, children who are gifted or show potential thrive in school. Based on our survey results, 71% of parents feel like their child's academic needs are being adequately met. In addition, the survey results yielded that 80% of classroom teachers provide enrichment and acceleration in their classrooms. Provided this information, this data supports a maintained practice.

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

**Description:** AIG consultants articulate the curriculum for the gifted program within the context of the general curriculum, state and national standards, and the differences required for a specialized curriculum. AIG consultants participate in collaborative grade-level team meetings with K-8 teachers to enrich, extend, and accelerate the curriculum for gifted students. AIG consultants collaborate with regular education teachers to communicate the potential and education of gifted students. Extension and enrichment activities that meet the unique intellectual and emotional needs of the AIG students include, but are not limited to:

- Gaining Early Awareness and Readiness for Undergraduate Programs (Gear Up)
- Advancement Via Individual Determination (AVID)
- North Carolina Virtual Public School
- school - UNC-G online courses for college credit
- Advanced placement courses
- Honors level courses
- Asheboro High School Zoo School
- Subject advancement
- Subject acceleration

The service options will also include acceleration-flexible grouping, cross-class grouping, grade skipping, subject acceleration, and early entrance into Kindergarten. Service options for gifted students and capable and motivated students will offer a variety of enrichment options. These enrichment options provide opportunities to explore personal interests and new topics (Expert Projects and Senior Projects).

**Planned Sources of Evidence:** -Students' schedules

- Students' transcripts
- Iowa Acceleration Scale
- Minutes from collaborative meetings
- Student portfolios

**Other Comments:**

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

## **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 C**

Employs diverse and effective instructional practices to address a range of learning needs.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, and environment; and therefore require differentiation in the curriculum and enrichment opportunities. Currently our LEA employs diverse and effective instructional practices to address gifted learning needs including but not limited to:

- Junior Great Books and Seminars - Grades K-8
- Jacobs Ladder - Grades 4-6
- Mentoring Math Minds - Grades 3-5
- Expert Projects - Grades 4-5
- Geography Bee
- Spelling Bee -Grades 3-8
- Middle School – Integrated Math I
- Math and Science Fairs
- Math Counts Club
- High School – online courses
- Advanced placement
- Honors courses
- Asheboro High School Zoo School
- Senior Project

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

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

The Junior Great Books Program will be used in grades K through 8 to nurture potential through small group inquiry-based discussions of classic children's literature. Students in grades K through 3 will be chosen based on teacher recommendation and groups will be flexible. All 4th through 8th grade AIG identified students and students on the nurturing lists will have the opportunity to participate in Junior Great Books. AIG consultants and regular classroom teachers will collaborate and facilitate Junior Great Books.

AIG consultants will continue to develop students' skills in literary analysis and interpretation, persuasive writing, linguistic competency, and oral communication, as well as to strengthen students' reasoning skills and understanding of the concept of change through the use of Jacob's Ladder.

AIG consultants will facilitate the use of Mentoring Math Minds in collaboration with the teachers. Mentoring Math Minds creates challenging and motivational curriculum units for students. It also provides ongoing professional development for teachers and increases math achievement and positive attitudes toward math in talented and diverse students. This helps in narrowing the gap in math achievement for students with talent potential from economically disadvantaged backgrounds, those with limited English proficiency, and minorities.

AIG consultants will facilitate the development of a Expert Project for identified students in 4th and 5th



grades. Expert projects involve pursuing "self-selected" areas for advanced content acquisition and process training in which students assume the role of first-hand inquirer. The goals of this activity include the following: providing opportunities to apply interests, knowledge, creative ideas, and task commitment to a selective problem. Students acquire advanced-level understanding of knowledge (content) and methodology (process) while they develop authentic products. Skills acquired during this project include: planning, organization, resource utilization, time management, decision-making, self-evaluation, task commitment, self-confidence, and a sense of accomplishment.

AIG consultants will facilitate the spelling bee. The purpose is to help students improve their spelling, increase their vocabularies, learn concepts, and develop correct English usage that will help them all their lives.

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

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

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

**Planned Sources of Evidence:** -Students' schedules

- Portfolios
- Lesson plans
- PowerPoints of events
- Schedules of AIG consultants
- Attendance rosters

**Other Comments:**

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

**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 D**

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

**This practice is a Maintained Practice for 2010-2013.**

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

implementation of resources.

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

**Description:** AIG consultants have knowledge of the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners. We use current, research-based methods for assessing and reporting on the progress of AIG students for the purpose of making differentiated educational decisions.

Continue with the following research-based resources:

- PD 360 online professional development
- Nominations to North Carolina Governor's School
- Response To Instruction framework implemented K-12
- Junior Great Books and Seminars - Grades K-8
- Jacobs Ladder - Grades 4-6
- Mentoring Math Minds - Grades 3-5
- Expert Projects - Grades 4-5
- Summer Ventures in Math & Science - Grades 11-12
- DUKE TIP - Grades 4-12

**Planned Sources of Evidence:**

- Students' schedules
- Portfolios
- Lesson plans
- PowerPoints of events
- Attendance rosters

**Other Comments:**

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

**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 E**

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 2010-2013.**

**Rationale:** Asheboro City Schools is a system of excellence where students are honored, learning is valued, and our community is dedicated to the success of all. For this vision to be realized in the 21st Century this requires life and career skills, learning and innovation skills, core subject knowledge and information, media, and technology skills as defined by the Partnership for 21st Century Skills. Asheboro City Schools uses appropriate technologies to create a learning environment that supports research-based best instructional practices. 21st Century content and skills are integrated in the classroom through updated technology and various cooperative learning activities in school and extracurricular activities. The Asheboro City Schools' Long-Range Technology Plan was initially developed in 1995-1996. The most recent revised and updated plan was developed and approved in 2009. A goal for students is to enhance student learning by providing opportunities for students to use technology efficiently and ethically, solve problems and demonstrate complex thinking and decision making skills, communicate effectively, access a variety of information sources, use resources to meet individual needs, and become self-directed and collaborative workers. Independent projects and differentiated assignments for gifted students provide multiple opportunities for students to realize this goal. Asheboro City Schools received the IMPACT Grant in February 2008 for Asheboro High School and both middle schools. The district received continuation funding in September 2009. With the implementation of the IMPACT Model's collaboration and professional development activities, the district is moving towards not only equipping classrooms as 21st Century Classrooms, but equipping our teachers to be 21st Century learning facilitators, providing educational opportunities for our students to develop skills necessary for the workforce of tomorrow.

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

**Description:** Asheboro City Schools is providing a 1:1 technology initiative to every student at Asheboro High School, and as many students as possible in grades 4th through middle school. Collaboration between AIG consultants and classroom teachers will continue around professional development and differentiated activities related to fostering 21st Century skills. Such topics include:

- Grades 4-5: Expert Projects and Speaking Projects
- Grades 6-8: Science Fair
- Grades K-12: Math Fair
- Geography Bee
- Impact Grant funds to purchase Smart boards for all classrooms
- AVID / Gear Up
- Asheboro High School Zoo School
- North Carolina Virtual Public School
- Blue Comet Academy
- school online courses through UNC-G
- Middle School Elective
- Senior projects

Gifted students will be provided career guidance consistent with their strengths and assistance in making appropriate college choices. With Senior Projects as an outgrowth of the ABCs, our Board of Education requested local promotion standards be developed to address all grade levels, and specifically those not affected by the state accountability program. Through much work and research,

a local task force recommended adding a Senior Project as part of the existing graduation requirements. The implementation process began and the Senior Project requirement was initiated for the 2000-2001 school year.

The Senior Project at Asheboro High School provides an opportunity for all students to demonstrate their knowledge and skills. It further provides an excellent medium to showcase their achievement. The project begins with the development of the research paper during junior English with the remaining requirements being integrated into senior English coursework. This process has been highly acclaimed and proven successful in many high schools across the country.

The project involves four phases: research paper, product, portfolio, and presentation. Upon completion of their research, students apply the information they have learned to manufacture a product. The product may be a performance or an actual physical product as appropriate to the topic. Finally, students are required to present their Senior Project before a panel of four judges.

**Planned Sources of Evidence:** -Students' schedules

- Portfolios
- PowerPoints of events
- Schedules of AIG consultants
- SMART Board mini-lessons
- Attendance rosters from professional development

**Other Comments:**

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

**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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** AIG consultants and classroom teachers review individual student progress incorporating multiple assessments (test data, student survey, performance assessment, and

portfolio). AIG consultants and classroom teachers collaborate on the following data to meet needs of students:

- Classroom instruction and differentiation based on Summative and Formative Assessments.
- District Benchmark Assessments each 9 weeks (ClassScapes & District assessments developed)
- Lexile Score in reading /Scholastic Reading Inventory
- Orleans Hanna Predictor of Success in Algebra
- Response to Instruction Assessment Wall Data
- Cognitive Abilities Test
- Iowa Test of Basic Skills

**Planned Sources of Evidence:** -Benchmark data

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

**Other Comments:**

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

**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 G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Asheboro City Schools 5th Generation Academically and/or Intellectually Gifted Plan has deliberately included support mechanisms for students in the area of social and emotional needs. Social and emotional needs are conditions that must be met for positive adjustment. We will provide academic provisions to meet the gifted students' social and emotional needs by offering the opportunity to learn with others of similar interest, ability, and motivation. The classroom instruction for the gifted students' will offer an appropriate level of challenge in the regular classroom and flexible pacing through the curriculum.

Asheboro City Schools understands that a comprehensive gifted education program must establish a plan to recognize and nurture the unique social and emotional development of gifted learners. We support a well-defined affective curriculum that addresses personal/social awareness and adjustment, academic planning, and vocational/career awareness for gifted learners. We have limited curricular and instructional practices which support the social and emotional needs of AIG students. Currently,

53% of teachers indicated they understand how to meet the social and emotional needs of AIG students and 28% of teachers indicated the school's counseling department includes programs to meet the social and emotional needs of gifted students. This survey data drove the selection of this focused practice.

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

**Description:** Gifted students will be provided with differentiated guidance efforts to meet their unique social and emotional development. Special projects and services directed by the gifted education consultants will create opportunities to address a variety of social and emotional needs. The students will be offered a continuum of service options to meet their needs through classroom guidance activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation.

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

**Planned Sources of Evidence:** -PowerPoint presentation materials on social and emotional needs  
-Staff meeting rosters  
-Meeting agenda  
-Guidance counselor schedule

**Other Comments:**

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

**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 H**

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 2010-2013.**

**Rationale:** The early educational experiences of potentially gifted students help to shape their

learning habits: therefore, it is essential that young students with high abilities have access to appropriately stimulating and challenging education to help ensure that their potential is nurtured and developed. A nurturing education component is critical in ensuring that there is a plan in place to provide opportunities for all children to reach their potential. Our district currently implements a nurturing program for K-3 students that cultivates and develops the potential of young gifted students.

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

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

Nurturing components include:

- Project U-STARS~Plus (Using Science Talents and Abilities to Recognize Students~Promoting Learning in Underserved Students)
- Primary Educational Thinking Skills (K-3)
- Junior Great Books (K-8)
- Learning activities at Mt. Shepherd for all third graders (field trip)

Asheboro City Schools participates in Project U-STARS~PLUS to facilitate the recognition and nurturing of outstanding potential in typically under-served populations at the elementary level. Teachers are trained to provide high-end learning opportunities, to recognize gifted behaviors, to focus on critical thinking and problem solving, and to implement strategies for differentiation in order to provide appropriate leveled curriculum. Through ongoing observations and assessments using TOPS, teachers can observe students in authentic and real-world settings. Students can develop language skills and demonstrate persistence, creativity, and advanced thinking skills prior to formal identification. By recording the frequency of observed gifted behaviors, Kindergarten teachers can readily recognize potential. Interviewing these students and collecting work samples provide alternative means of identifying those students whose high abilities might otherwise go unrecognized. Family involvement is a critical area that must be built in for nurturing students. Asheboro City Schools believe that engaging families is essential. Students, with a special focus on underserved populations, are involved in the nurturing initiative through family involvement packets, family nights sponsored by schools, and parent information sessions to address needs of the underserved. It is our belief that building a network of stakeholders - teachers, counselors, administrators, parents, and students - results in improved self-esteem, confidence, and ultimately higher performance for the student.

Collaboration between the AIG consultants and regular classroom teachers facilitates Junior Great Books. The Junior Great Books program is used in grade Kindergarten through 8th grade to nurture potential through small group inquiry-based discussions of classic children's literature. Students in grades K-3 are chosen based on teacher recommendation and groups are flexible. All 4-8 grade AIG identified students and students on nurturing lists have the opportunity to participate in Junior Great Books.

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

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

**Planned Sources of Evidence:** -Teachers' Observation of Potential in Students (TOPS) and Take Home USTARS~Plus Packets

- Student/teacher evaluation of Mt. Shepherd event
- Portfolio
- Seminar rating charts
- Language proficiency data

**Other Comments:**

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

**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 I**

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 2010-2013.**

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

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

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

AIG consultants collaborate with other key personnel in delivering gifted education programming



services and understand the importance of collaboration in delivering quality services for gifted learners in the classroom. This includes:

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

This collaboration between AIG consultant and classroom teacher includes but is not limited to:

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

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

**Other Comments:**

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

**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 J**

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The previous and current AIG plans outline the differentiated curriculum and instruction for service identification K-12 with Individual/Group Differentiated Education Plans, which are reviewed annually for effectiveness.

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

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

**Planned Sources of Evidence:**

- Differentiated Education Plans
- Midyear Review Roster
- End of Year Data Sheet

**Other Comments:**

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

**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(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Asheboro City Schools currently has four gifted education consultants with gifted education licensure who serve the eight schools in the district but there is not AIG licensed personnel at all grade levels to implement the local program.

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

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

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

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

**Other Comments:** It is important to select key personnel to work with gifted students. We understand that gifted learners are entitled to be served by professionals who have (1) specialized preparation in gifted education, (2) expertise in developing appropriately differentiated content and instructional methods, (3) ongoing professional development, and (4) exemplary professional/personal traits. The AIG program will be a component of the overall educational curriculum. The implementation and monitoring of the AIG plan will be a collaboration of all administrative leaders and program coordinators. The goal of the plan is for administrative leaders and teachers to provide instructional strategies that will support the needs of all students with high academic and/or intellectual potential

by:

- Developing a procedure for selecting teachers with specific responsibilities for the identification and provision of services for academically and/or intellectually gifted (AIG) students.
- Hiring AIG consultants who possess AIG licensure.
- Developing a comprehensive ongoing professional development plan for all key personnel who work with gifted learners.
- Articulating the roles and responsibilities of all persons working with AIG students. Teachers with primary responsibility for teaching AIG students should be evaluated to assure their competency in delivering differentiated curricula and instruction.

**Ideas of Strengthening:** Asheboro City Schools will continue to offer AIG licensure coursework through supporting universities.

### **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 B**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Asheboro City Schools strives to understand and implement the current practices and best practices defined in the field to provide services to gifted learners. Asheboro City Schools engages in ongoing professional development regarding the characteristics of gifted learners and their related social and emotional development. Survey data showed that 70% of parents indicated their child's academic needs were being met. Upon completion of the survey, 53% of teachers indicated they understood how to meet the social and emotional needs of AIG students, 37% were not sure, and 8% disagreed. Therefore, social and emotional needs of gifted students needs further attention.

**Goals:** Guidance counselors and AIG consultants will collaborate to provide additional social and emotional support as needed for teachers of AIG students.

**Description:** AIG consultants and guidance counselors will engage in tasks which explicitly address the social and emotional needs of gifted learners. Guidance counselors and AIG consultants will collaborate to develop a training PowerPoint for staff regarding social and emotional needs. AIG consultants will provide staff with articles and websites related to gifted needs. AIG consultants will engage in tasks which explicitly address the social and emotional needs of gifted learners through the following methods:

- Guidance counselors and AIG consultants will collaborate to provide additional supports as needed for teachers of individual students or groups of students.
- AIG consultants will attend grade level team meetings, collaborative conversations, and vertical team meetings to share knowledge of educational and psychological needs of the gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted learners.
- Develop, in collaboration with classroom teachers, extension and enrichment activities to meet the unique intellectual and emotional needs and interests of AIG students.
- In collaboration with classroom teachers, implement a range of recommended strategies for differentiating the standard course of study, such as acceleration/pacing, depth, complexity and novelty, and grouping for appropriate instruction, as well as individualized planning to assist gifted students in realizing their unique potentials.
- Create environments in which giftedness can emerge and gifted students feel challenged and safe to explore and express their uniqueness.
- AIG students will participate in academic and intellectual activities which may include but are not limited to:
  - Varied community activities
  - Spelling and Geography Bees
  - Math and/or Science Fairs
  - Junior Great Books
  - Expert Projects
  - U-STARS~PLUS (Using Science Talents and Abilities to Reach Students ~ Promoting Learning in Underserved Students)
  - Speaking Day

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

- Collaborative conversations minutes
- Vertical team meeting minutes
- Community service rosters
- PowerPoint used in social and emotional needs staff development
- List of Spelling Bee participants
- List of Geography Bee participants
- List of Math Fair participants
- List of Science Fair participants
- Record of Junior Great Book assignments/grades from classroom teachers
- PowerPoint of pictures from Expert Project Fair
- List of U-STARS~PLUS experiments completed
- PowerPoint of Speaking Day speeches

**Other Comments:** The academic and intellectual components are more evident than the social and emotional components. The discussion of social and emotional needs during Response to Instruction meetings (RTI) should also be a focus.

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

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 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 2010-2013.**

**Rationale:** Survey data indicates only 31% of certified staff felt there were adequate opportunities for staff development in the area of AIG services. Survey data indicated the following top five topics as possible in-service training needs from teachers:

- Differentiation (59%)
- Underachievement/undermotivation (52%)
- Teaching strategies (50%)
- Culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional (39%)
- Acceleration (38%)

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

- Culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional (100%)
- Underachievement/Undermotivated (100%)
- Differentiation (75%)
- Teaching strategies (63%)
- Characteristics and identification of AIG children (50%)

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

**Description:** AIG consultants will provide and participate in professional development in the field of gifted education to provide knowledge and implementation of the current practices and best practices defined in the field, the characteristics of gifted learners, and their related social and emotional development. Teachers and administrators are surveyed on staff development and/or certification needs. We will facilitate a comprehensive gifted education program that develops and implements a staff development program for teachers of the gifted, regular classroom teachers, and support staff that delivers and improves the curriculum and instruction of gifted learners. Staff development will be required for teachers with the AIG cluster of students. Staff development may be delivered via the following methods:

- PD 360 online trainings
- Webinars

- Face-to-face workshops
- Piedmont Triad Consortium
- Collaborative planning meeting time

**Planned Sources of Evidence:** -Roster of staff development participants  
-Minutes from collaborative planning meetings  
-Roster of PD 360 participants

**Other Comments:**

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

**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 D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Currently 34 employees of Asheboro City Schools hold an AIG add-on licensure. More teachers need to complete AIG coursework and AIG professional trainings. Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students must have appropriate knowledge and skills to meet these needs.

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

**Description:** It is important to select key personnel to work with gifted education students. We understand that gifted learners are entitled to be served by professionals who have (1) specialized preparation in gifted education, (2) expertise in developing appropriately differentiated content and instructional methods, (3) ongoing professional development, and (4) exemplary professional/personal traits. AIG licensure is only available through accredited colleges and universities. Asheboro City Schools Board of Education continues to explore ways to support teachers in their pursuit of additional licensure in AIG. At least one of the following professional development trainings will be offered each year on a four-year cycle.

- I: Introduction to the Characteristics and Needs of the Gifted Learner
- II: Differentiation of Services/Curriculum Differentiation for the Gifted
- III: Trends/Issues of Gifted Learners
- IV: Methods/Models of Gifted Education

Completion of the above staff development trainings in gifted education or AIG licensure is expected of all teachers with AIG clusters assigned to them or documented classes/workshops in designated subject area(s).

**Planned Sources of Evidence:** -Class rosters for teachers with AIG cluster of students

- List of licensed AIG personnel
- Sign-in sheets from AIG professional development
- List of teachers enrolled in AIG add-on licensure courses

**Other Comments:**

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

### **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 E**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Only 31% of certified staff felt there were adequate opportunities for staff development in the area of AIG services. Therefore, aligning professional development with needs of gifted students is a focus.

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

**Description:** Staff development opportunities will be provided on the following topics: differentiation, underachievement/undermotivated, teaching strategies, culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional students. Staff development opportunities may include the following:

- AIG Staff Development within K - 5 Integrated Reading/Math/Technology Workshops
- U-STARs~PLUS training for K-3 grade teachers
- Piedmont Triad Consortium staff development opportunities
- Thinking Maps staff development
- Bloom's Taxonomy staff development
- Differentiating Instruction staff development

- Prioritizing the Curriculum/Essential Standards Work
- Development of Pacing Guides by school staffs
- AIG Add-on Licensure Partnership with UNC-Pembroke for online courses began in January 2010
- Integrated Math training
- Middle grades Connected Math training

**Planned Sources of Evidence:** -Roster of U-STARS~PLUS training for K-3 grade teachers  
-Roster of Piedmont Triad Consortium staff development opportunities utilized  
-Roster of Thinking Maps district staff development  
-Roster of Bloom's Taxonomy staff development  
-Roster of Differentiating Instruction staff development  
-Roster of Prioritizing the Curriculum/Essential Standards Work  
-Roster of Development of Pacing Guides by school staffs  
-List of AIG Add-on Licensure Partnership with UNC-Pembroke

**Other Comments:** Additional materials needed include:

- Leaders to conduct trainings
- Time in school calendar to offer trainings
- Supplies and materials
- Stipends for teachers for summer staff development
- PD 360 annual fees

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

### **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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The Asheboro City Schools Strategic Plan aligns district professional development with state and national standards.

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

**Description:** AIG teachers receive ongoing training concerning 21st Century skills. Training may include the following:

- Technology - Smart boards and calculators



- AIG licensure courses
- IMPACT Grant funds to support professional development
- Standards from North Carolina Standard Course of Student (NCSCOS)
- Subject Pacing Guides developed for K-12 NCSCOS
- Further professional development on the AIG plan and in differentiated services.

**Planned Sources of Evidence:** -Rosters of staff development  
-Copies of pacing guides and essential standards

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Currently AIG consultants collaborate on a weekly basis with grade levels/teams. Opportunities are provided for AIG consultants to plan and share best practices with teachers through collaborative planning time that is a part of the weekly schedule.

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

**Description:** Staff will plan, implement, and refine skills obtained from AIG staff development. Middle and high schools have weekly collaborative planning meetings, weekly team meetings, and monthly vertical team meetings in which the AIG consultants participate. AIG consultants and elementary teachers participate in weekly collaborative planning times with grade level teachers and in Assessment Wall meetings each six weeks.

**Planned Sources of Evidence:** -Minutes from middle and high school weekly collaborative planning meetings  
-Minutes from weekly team meetings  
-Minutes from monthly vertical team meetings  
-Minutes from elementary teachers weekly collaborative planning times  
-Minutes of Assessment Wall meetings each six weeks at the elementary schools

**Other Comments:**

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

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

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

**Practice A**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Children who are gifted form a diverse group with a variety of needs and require a range of service options. Upon completion of the survey, only 53% of teachers indicated they understood how to meet the social and emotional needs of AIG students, 37% were not sure, and 8% disagreed. According to the survey, 68% of parents felt the AIG program contributed to their child's academic growth. Therefore, we will focus on meeting the social and emotional needs of gifted learners while continuing with our comprehensive academic and intellectually gifted program.

**Goals:** In order to meet the social and emotional needs of gifted learners, guidance counselors and AIG consultants will collaborate to provide additional support as needed to teachers and/or individual students or groups of students.

**Description:** AIG consultants will enlist the help of guidance counselors through scheduled group sessions addressing social and emotional needs of AIG students. AIG consultants will address gifted characteristics throughout the school year and provide articles and websites related to needs of the gifted. Asheboro City Schools understands that a continuum of programming services must be available for gifted learners including cluster group options, special pull-out classes, homogeneous classes, special or magnet schools, mentorships, dual enrollment, special counseling services, etc. to address students' academic and psychosocial needs.

**Planned Sources of Evidence:** Rosters of the following:

- North Carolina Virtual Public High School
- UNC-G ischool online courses
- North Carolina Governor's School
- Middle School - React Class(student interest class)
- Asheboro High School Zoo School
- Blue Comet Academy for high school freshman

- Agendas from group counseling sessions with students
- Comprehensive progress monitoring (grades, common assessments, and benchmark assessments)
- PowerPoint from staff development on addressing social and emotional needs

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** AIG services in reading and math align with our district's goals and resources as outlined in the Asheboro City Schools 2010 - 2013 Strategic Plan and individual School Improvement Plans. (See Standard 4b-Attachment 8 for a copy of the Asheboro City Schools Strategic Plan for 2010-2013) Goal 1 of the Strategic Plan states: "Asheboro City Schools will produce globally competitive students". One of the objectives for accomplishing this goal is that all students in grades 3-8 demonstrate yearly academic growth in reading and mathematics. LEA resources are used to support the yearly academic growth of AIG students through the services stated in the Differentiated Education Plans that are written for each AIG student.

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

**Description:** AIG services are determined by students' area(s) of identification. Differentiated lessons are aligned with the pacing guides, curriculum guides, and the individual school improvement plan. The Asheboro City Schools Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. The following are brief descriptions of other school system initiatives that are linked to meeting the needs of gifted students.

ABC's

The General Assembly passed legislation in 1995 that directed the State Board of Education to develop a program that held North Carolina schools accountable for student achievement (Accountability); focused on mastery of the basics of reading, writing, and mathematics (Basics); and allowed enhanced local control and flexibility from state regulations (Control). The accountability component of this program is based upon a philosophy that students should demonstrate annual growth in achievement in reading and mathematics – "a year's worth of growth for a year's worth of school". This means that high-performing students, like all other students, must continue to make

academic progress from year to year. Gifted students will need challenging new learning opportunities each year in order to continue their academic growth.

### Long-Range Technology Plan

The Asheboro City Schools Long-Range Technology Plan was initially developed in 1995-1996. The most recent revised and updated plan was developed and approved in 2009. A goal for students is to enhance student learning by providing opportunities for students to use technology efficiently and ethically, solve problems and demonstrate complex thinking and decision-making skills, communicate effectively, access a variety of information sources, use resources to meet individual needs, and become self-directed and collaborate workers. Independent projects and differentiated assignments for gifted students provide multiple opportunities for students to realize this goal. Asheboro City Schools received the IMPACT Grant in February 2008 for Asheboro High School and both middle schools. The district received continuation funding in September 2009. With the implementation of the IMPACT Model's collaboration and professional development activities, the district is moving towards not only equipping classrooms as 21st Century classrooms, but equipping our teachers to be 21st Century learning facilitators, providing educational opportunities for our students to develop skills necessary for the workforce of tomorrow.

### Advancement Via Individual Determination (AVID)

Asheboro City Schools is currently offering the AVID program in the middle schools and high school. AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to improvement and preparation for college.

### Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

Asheboro City Schools has been awarded a GEAR UP grant for our middle schools. This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve an entire cohort of students beginning no later than the seventh grade and follow the cohort through high school. GEAR UP funds are also used to provide college scholarships to low-income students.

### Advanced Placement

Asheboro City Schools offers college level coursework so that able students can accelerate their college program of studies while still in high school. Examples of current AP classes are English 12 Literature, Calculus AB, U.S. History, Biology, Earth-Environmental Science, and Spanish Language. Asheboro High School also offers online AP courses during a zero period. The AP courses offered online may include: Art History, Chemistry, Computer Science, English Language, European History, Government and Politics US, Human Geography, Physics B, Psychology, Spanish Literature, Statistics, and World History. The selection of online AP courses is based on student interest, ability, and motivation to be successful. Students who score at a high level on the nationally standardized advanced placement exams can earn college credit without accompanying tuition costs. The fee for each advanced placement exam is paid for by the school system.

## Career Development

Asheboro City Schools is in the process of updating the district career development plan for students. Several components that require coordinated efforts include career exploration activities, opportunities for job shadowing, internships or apprenticeships, support in assessing individual aptitudes and interests, an individualized plan of study to help students pursue their chosen post-secondary goals, guidance activities with each student's high school mentor, support in college selection - admissions and financial aid, and post-graduation follow-up studies.

## Changes in Student Assessment

Assessing student learning can be done in a variety of ways ranging from teacher-made tests to portfolios of exemplary work to oral presentations. Current theory suggests that meaningful assessment practices are characterized by: (1) specifying performance standards prior to instruction, (2) assessment tasks that make connections to real work settings and authentic audiences, and (3) integration of multiple skills (e.g., research, writing, speaking) in assessment tasks. Senior projects that require students to complete a research paper, prepare a project or product that is an appropriate and logical extension of the research-based essay, and present a formal speech on the research project to a review panel of judges is a graduation requirement for all Asheboro City Schools students. Our plan for gifted education calls for several components (expert projects, middle school projects, high school projects) that provide a natural progression toward meeting such a graduation requirement.

## Blue Comet Academy

Blue Comet Academy was established for all AHS ninth grade students beginning in the fall of 2006. All ninth graders participate in a freshman seminar class to assist with the transition to high school, strengthen organizational and study skills, and build strong relationships with teachers.

## Asheboro High School Zoo School

The Asheboro High School Zoo School is an opportunity for students to experience high school differently. The North Carolina Zoological Park is the setting for the program and serves as a laboratory for learning. The AHS Zoo School offers a smaller learning community of 80-100 students working on a rigorous curriculum through a science focus. This small learning opportunity is very much a part of the proud Asheboro High School tradition but adds flexibility for those students with interests outside of the standard high school setting.

Based on a model developed in Lincoln, Nebraska, the Science Focus Program allows students to remain a part of Asheboro High School and still have the experiences of a science interest campus. Students attend one class on the Asheboro High School campus, and then finish their school day in core courses at the Zoo School. This offers the best of both worlds.

## **Planned Sources of Evidence:** -Differentiated Education Plans

- Mentoring Math Minds
- Advanced Placement and Honors Courses
- Junior Great Books & Jacob's Ladder materials

- Asheboro High School Zoo School roster
- Blue Comet Freshman Academy roster
- North Carolina Virtual Public School roster
- school – UNC-Greensboro roster
- Middle School Language Arts and Math Clusters
- Asheboro City Schools Strategic Plan
- Copies of pacing/curriculum guides

**Other Comments:**

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

**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 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 2010-2013.**

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

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

**Description:** The AIG teachers collaborate and consult with the regular classroom teachers to deliver services that are integrated with the instructional programs of the district. The Asheboro City Schools Plan for Academically and/or Intellectually Gifted is supported by, and connected to, numerous other system-wide initiatives and programs. The following are brief descriptions of other school system initiatives that are linked to meeting the needs of gifted students.

-No Child Left Behind (description Standard 4B)

-ABC's (description in Standard 4B)

-The Department for Exceptional Children programs serve students with a variety of special needs. Special categories of children served include academically or intellectually gifted; autistic; behaviorally-emotionally disabled; hearing, visual, or speech/language impaired; learning disabled; mentally disabled; multi-handicapped; other health impaired; orthopedically impaired; and traumatic brain injured.

-The LEP (Limited English Proficient) program is designed to assist students whose primary language is not English participate fully in the instructional program.

-The SAT Prep Workshops are designed to give students the background skills necessary to earn competitive scores on the Scholastic Aptitude Test. All students planning to take the SAT have the opportunity to learn important skills and strategies designed to help them score well.

-The guidance program serves students and families. Counselors are available to serve all elementary, middle, and high schools.

-Nova Net, a mastery based online credit recovery program provides students at Asheboro High School the opportunity to recover course credit so they can remain on track to graduate.

-Zero Period offers students at Asheboro High School the option of taking an online Advanced Placement (AP) course during a "zero" period from 7:30-8:15 a.m. daily.

-The short-term and long-term intervention programs are for middle and high school students who experience behavioral difficulties.

-The Career Technical Education program at Asheboro High School blends higher level academic courses and vocational offerings to better prepare students for more advanced courses required by two-year community college or technical school programs.

-The foreign language program provides cultural and language skill development in Spanish, French, and Latin. Spanish is offered in grades 6 - 12.

-Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) - Description Standard 4B

-Advanced Placement - Description Standard 4B

-Career Development - Description Standard 4B

-Changes in Student Assessment - Description Standard 4B

-Blue Comet Academy - Description Standard 4B

-Asheboro High School Zoo School - Description Standard 4B

-Long-Range Technology Plan - Description Standard 4B

**Planned Sources of Evidence:**

-Mentoring Math Minds

-Advanced Placement and Honors Courses

-Junior Great Books & Jacob's Ladder materials

-Asheboro High School Zoo School

-Blue Comet Freshman Academy

- North Carolina Virtual Public School
- Middle School Language Arts and Math Clusters
- Trailblazers Math Materials
- Portfolios of student work
- Student transcripts
- Subject Pacing Guides
- Class Rosters
- Team planning minutes
- Collaborative Conversation minutes

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** According to survey data, 54% of certified staff felt aware of the district's AIG plan. All school staff involved with identified AIG students are not aware of delivery of services, the school plan, regulations, and the local AIG Program.

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

**Description:** AIG consultants will inform administrators and teachers of the local AIG plan through various methods and forums, including staff meetings, grade level meetings, and collaborative conversations. The Asheboro City Schools system believes in open communication and information sharing. Site-based management teams of staff members guide decision-making and communicate with peers at the school level. The Superintendent's Advisory Council, comprised of teacher representatives from each school along with representatives for teacher assistants and office support personnel, meets monthly with the Superintendent to voice concerns, praises, and share problem-solving strategies. The Superintendent also meets with the Student Advisory Council four times a year and the PTO/PTA Presidents three times a year to enhance communication. The Public Information Officer maintains frequent contact with local media regarding school happenings. The following resources keep staff, parents, and school board members informed:

- Monday Musings – weekly system-wide electronic newsletter for all staff members and board members



- Professional Development Notes – monthly update on staff development offerings for all staff
  - Connection – quarterly newsletter for parents; also sent to community leaders; provided in Spanish
  - Board Briefs – synopsis of school board meetings posted on our website
  - School Website – provides detailed information on the district and each school
- AIG consultants will continue to support teachers by communicating the principles of differentiated curriculum and instruction to match the distinct characteristics of gifted learners. We will assist teachers in using the principles of differentiated curriculum and instruction designed to match the distinct characteristics of AIG students, including those who have been traditionally underrepresented in programs and services. We collaborate to incorporate instructional strategies for the gifted into the regular curriculum to ensure academic rigor by locating appropriate materials and resources to facilitate programming services for gifted learners and inform other stakeholders.

**Planned Sources of Evidence:** -U-Stars~Plus staff development - notes and/or rosters

- AIG consultants participate in Collaborative Planning Meetings
- Needs Determination Team records
- Signed DEP forms
- Brochures on service delivery options
- AIG Executive Summary on ACS Website
- Public forums
- Annual AIG Program Plan Review at staff meeting agenda
- List of nurtured students
- Reports from NCWise and AIG database
- Student transcripts

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** There is ongoing communication between stakeholders in key transition years, 5th to 6th and 8th to 9th, to ensure an effective continuation of K-12 AIG services in Asheboro City Schools.

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

**Description:** Annual meetings are held for teachers to discuss students going from elementary to middle school and middle school to high school. The goal of these meetings is to foster

communication in these key transition areas. Opportunities are in place for students to increase their awareness of expectations and services available at the middle school/high school level (rising 6th and 9th grade students). AIG consultants confirm clustering by reviewing AIG students' schedules to ensure appropriate services.

In grades 4 through 8, school and district needs determinate teams communicate regularly to ensure continuation of services as needed and/or qualification for differentiated services.

**Planned Sources of Evidence:**

- NCWise AIG Database
- District AIG Database
- Student Schedules
- Needs Determination Team attendance roster in elementary and middle schools and at district level
- Signed DEP
- Public forum information and roster that review AIG District Plan
- Annual AIG Program Plan Review at staff meeting
- List of AIG/nurtured students and their services transitioning from elementary to middle school
- Minutes and/or agendas of meetings

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Collaboration and involvement among the total school community (school staff, AIG consultants, parents, and administrators) occurs in order to provide AIG students differentiated programming and services. According to survey data, currently 100% of principals agree that AIG consultants and classroom teachers collaborate to provide differentiation within the classroom community.

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

**Description:** AIG consultants and teachers meet on a regular basis to discuss differentiated programming and services for students through weekly collaborative planning meetings. Extended

collaboration exists in middle school through regular vertical planning meetings. Communication with parents also occurs, as needed, to address differentiated programming and services and to review Differentiated Education Plans. This process involves all stakeholders in collaborative efforts that will provide differentiated programming and services for AIG students.

AIG consultants and other stakeholders understand the principles of collaboration to ensure the integration of gifted education into the general education program by:

- Developing effective ways to communicate with school personnel and to disseminate information regarding major policies and practices in gifted education.
- Articulating and supporting the roles and responsibilities of regular education teachers in the delivery of services to AIG students.
- Providing consultation, collaboration, and staff development services in gifted education for teachers, administrators, and counselors in the general education program.
- Identifying programming services using district and state guidelines.
- Collaborating between the gifted education consultant and classroom teacher in nominating students for gifted education programming services on an ongoing basis.
- Developing and implementing differentiated curriculum using instructional strategies that support inquiry, self-directed learning, discussion, metacognition, debate, and other appropriate modes of learning.
- Implementing differentiation strategies for modifying existing curriculum to meet the academic needs of gifted learners.
- Compacting the core curriculum for gifted students so that learning experiences are developmentally appropriate for their needs, interest, and abilities.
- Collaborating to apply curricular and instructional modifications and adaptation to academic lesson plans to develop rigorous and challenging curriculum for advanced learners.
- Using a variety of teaching and learning patterns: flexible grouping, large and small group instruction, homogeneous and heterogeneous grouping, teacher and student-directed learning, and opportunities for independent study.

AIG consultants will continue to collaborate with other key personnel in delivering gifted education programming services. AIG consultants understand the importance of collaboration in delivering quality services for gifted learners in a variety of settings including:

- Use of performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Involvement with other key personnel who provide services to gifted learners, including classroom teachers, counselors, gifted education coordinator, content area specialists, special education teachers, English as a Second Language and Limited English Proficient (LEP) teachers, and curriculum directors to support and advocate for continuous programming services for gifted learners.
- Modeling techniques and coaching others in the use of instructional methods and content modifications.
- Providing direct services to students within the regular classroom setting or in small group settings.
- Providing indirect services to students through collaboration with regular education teachers.
- Fostering respectful and beneficial relationships between families and educational professionals.
- Disseminating and communicating information regarding the AIG program activities.
- Networking with curriculum committees to advocate for the acquisition of advanced materials and

resources.

**Planned Sources of Evidence:** -Collaborative Planning meeting minutes

- Vertical Team Meetings in middle school minutes
- DEP meeting roster
- Professional staff development with literacy, math, technology, and ELL instructional leaders rosters
- AIG consultants' calendar
- Reports from NCWISE and AIG database
- Signed DEP's
- Student transcripts via electronic format

**Other Comments:**

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

**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 G**

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Survey data indicates that 85% of certified staff felt AIG students have special social emotional needs but only 53% of certified staff felt they understood how to meet the social and emotional needs of AIG students. In addition only 28% of certified staff felt their school's counseling department includes programs to meet the social and emotional needs of gifted students. Therefore, a focus is on addressing the social and emotional needs of AIG students through collaboration with key personnel. This will result in providing intervention strategies for at-risk AIG students that can take place in school, at home, or in the community.

**Goals:** Asheboro City Schools will seek to understand, nurture, and provide services to address the unique social and emotional development of gifted learners. AIG consultants will work to help staff and parents understand how to meet the social and emotional needs of AIG students and to ensure that school counselors, teachers, AIG consultants, and parents collaborate to address these needs. AIG consultants will collaborate with guidance counselors and classroom teachers to develop and implement counseling and guidance services specifically designed to address the unique needs of AIG students. Guidance counselors will provide information and support to parents regarding at-risk AIG students as needed.

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

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

**Planned Sources of Evidence:** • PowerPoint presentation from the staff development on the social and emotional needs of AIG students

- Sign-in sheets from parent presentations at Parent Fanfare
- Links to articles/webinars relating to social and emotional needs of gifted
- Communication with parents by Connections Newsletter and/or Alert Now phone messages

**Other Comments:** Certified AIG staff have taken the required coursework in social and emotional needs of the gifted.

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

#### **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 H**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Children who are gifted learn at a faster rate than other children their age, experience, and environment; therefore, they can often move through the curriculum at an accelerated pace

which is developmentally appropriate for them. Because of their different learning and social needs, children who are gifted require time with others who are similar to them in order to establish cognitive relationships and to facilitate their academic and social growth. Due to updates in the State Board of Education's Acceleration Policies, our local acceleration procedures need to be updated accordingly.

**Goals:** Collaborate with key personnel to determine accelerative placement options for students, grades 6-12, needing more intensive services. Asheboro City Schools will continue to implement current acceleration plan for K-5 students.

**Description:** Currently, our service delivery options may include:

**Flexible Pacing Options:** Flexible pacing is "any provision that places students at an appropriate instructional level, creating the best possible match between a student's achievement and instruction and allows them to move forward in the curriculum as they achieve mastery of content and skills" (Daniel and Cox, 1988).

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

**Cross-Grade Flexible Grouping in Specific Subjects:** Depending on their skill level and performance, students are grouped within the school for specific subjects. This is particularly appropriate for primary grades.

**The Learning Environment – Grouping Options:** Grouping has been used to meet individual instructional needs since the early 20th century. In spite of the trend toward balanced heterogeneous groups, there continues to be a need for some grouping in order to meet the diverse needs of gifted students. Such instructional grouping can be flexible – within and between individual classrooms or within and between teams. Such groups should be flexible, enabling students to move in and out of groups based on their needs and performance or they may be placed on a trial basis based on the recommendations of their teachers.

**Cluster Grouping within a Regular Class:** A cluster group of gifted students (4 to 6 elementary and 8 to 12 middle school students) is assigned to a regular heterogeneous class. The cluster group teacher receives extensive training in gifted education and works closely with a gifted specialist to design appropriate, differentiated curriculum for this group. This includes both resources and teaching strategies. Barbara Clark (1992) considers this to be an appropriate placement if the classroom is organized to meet individual needs so that flexible grouping occurs, and different abilities are valued and nurtured. This is particularly appropriate for older elementary students.

**Cross Team/Subject Grouping with Collaboration:** Two sections of the same subject are taught at the same time, allowing students to be grouped and regrouped between the classes for skills and enrichment. This works well within a team situation and adapts to unit teaching following a Mastery Learning Model. This might also involve a team teaching arrangement with an enrichment specialist.

Accelerative options are based on teacher recommendation, demonstrated performance on a nationally normed test, composite score on individual IQ test, student interest and commitment, score on IOWA Acceleration Scale, and interview with parents and student.

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

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

Advanced Placement: Asheboro City Schools offers college level coursework so that able students can accelerate their college program of studies while still in high school. Currently the following AP classes are offered: English 12, Literature, Calculus AB, U.S. History, Biology, Earth-Environment Science, and Spanish Language. Asheboro High School also offers online AP courses during a zero period. The AP courses offered online currently include: Art History, Chemistry, Computer Science, English Language, European History, Government and Politics US, Human Geography, Physics B, Psychology, Spanish Literature, Statistics, and World History. The selection of online AP courses is based on student interest, ability, and motivation to be successful. Students who score at a high level on the nationally standardized advanced placement exams can earn college credit without accompanying tuition costs. The fee for each advanced placement exam is paid for by the school system.

Subject Advancement: Based on specific guidelines, students are allowed to test out and bypass specific subjects or skill levels. They might receive instruction at a higher level with another group of students, yet remain with their peer group for most of their instruction. This works best in subjects that have a clearly developed sequence of skills (reading, math, foreign language, etc.). It is appropriate at any grade level. Care must be taken that once begun, such acceleration opportunities continue to be made to these students.

Grade Skipping: Students move ahead one or more years, skipping levels in the normal sequence of promotion. This has traditionally been used successfully with highly gifted students as a method of acceleration. Specific guidelines should be developed to guide school systems and parents in making this decision.

Residential High School: Such schools offer advanced courses or specialized curriculum not available in most high schools. Most of the programs are located on college campuses. Such schools are committed to a diversified student body and consider geographic representation. Specific criteria are established for admission. Examples include North Carolina School of Science and Mathematics and North Carolina School of Performing Arts.

**Planned Sources of Evidence:** (See Standard 4H-Attachment 9a, 9b, 9c, 9d, 9e)

- Student schedules
- Class rosters

- IOWA Acceleration Scale
- AIG consultant schedules

**Other Comments:** Math course/subject acceleration guidelines for Asheboro City Schools.

- Student must have Developmental Scale Score (DSS) of 375 or higher on math EOG.  
NOTE: DSS range for 6th grade math based on 2006 revisions: 364-381. Students whose DSS is 375 or higher fall into the 98th percentile or above.
- Students must have a "required" score of 95 or higher on a locally designed placement test. This placement test will be a modified version of the placement test used to identify 7th graders for Integrated Math I with heavy emphasis placed on the NCSCOS for Math 7.
- Extensive interview with parent and student.
- Other subject acceleration guidelines are under current review by the district.

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

#### **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 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 2010-2013.**

**Rationale:** Some children who are gifted may not be reaching their potential. In fact, they may not be recognized as gifted. This may be particularly true of students from under-served populations (low socio-economic, English Language Learners, minority groups, and twice exceptional). For these students, additional support is needed to offer opportunities for their giftedness to develop. Currently, our LEA implements a variety of research-based practices to support traditionally under-represented AIG populations ensuring that every child is a possible candidate for gifted services.

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

**Description:** AIG consultants will continue implementation of services and support to traditionally under-represented AIG populations. Research-based practices used to equip under-represented populations for success within the AIG program include:

- Teacher Observation of Potential in Students forms (TOPS) for K-5 U-STARS~PLUS



6/2/2010

Asheboro City Schools participate in Project U-STARS~PLUS and other programs to facilitate the recognition and nurturing of outstanding potential in typically under-served populations at the elementary level. Teachers are trained to provide high-end learning opportunities, to recognize gifted behaviors, to focus on critical thinking and problem solving, and to implement strategies for differentiation in order to provide appropriate level curriculum. Ongoing observations and assessments using the TOPS form by teachers afford flexibility in responding to the needs of all students. By Using Science Talents and Abilities to Recognize Students, teachers can observe students in authentic, real-world settings. Students can develop language skills and demonstrate persistence, creativity, and advanced thinking skills prior to formal identification. By recording the frequency of observed gifted behaviors, teachers can readily recognize potential. Interviewing these students and collecting work samples provide alternative means of identifying those students whose high abilities might otherwise go unrecognized.

-A formal student search will be conducted annually for 3rd through 5th grade students. This search will include a review of test data using reports compiled by the Asheboro City Schools' testing coordinator. In addition to standardized test data, the use of nontraditional methods will be used for effective screening, nomination, and identification of under-served populations who may manifest giftedness in different ways. Asheboro City Schools will use the supplementary materials from Re-Forming Gifted Education: Matching the Program to the Child by Karen B. Rogers, Ph.D., TOPS from U-STARS~PLUS, work samples, portfolio, and other research-based checklists and rating scales. This pre-nomination pool will be sent to the school-based Needs Determination Team for Academically and/or Intellectually Gifted (NDT-AIG) for review. The NDT-AIG will work with classroom teachers to determine which students from this pool should be nominated for differentiated services. Parents, students, and community members may also nominate students who do not appear in the screening pool. Supporting documentation such as work samples and research-based checklists should accompany these nominations.

-The Asheboro City Schools system has updated its career development plan for students. Several components that require coordinated efforts include career exploration activities; opportunities for job shadowing; internships or apprenticeships; support in assessing individual aptitudes and interests; an individualized plan of study to help students pursue their chosen career pathway; guidance activities with each student's high school mentor; support in college selection, admissions, and financial aid; and post-graduation follow-up studies.

-Blue Comet Academy was established for all Asheboro High School ninth grade students beginning in the fall of 2006. All ninth graders participate in a freshman seminar class to assist students with the transition to high school, strengthening organizational and study skills, and building strong relationships with teachers.

-The Asheboro High School Zoo School is an opportunity for students to experience high school differently. This small learning opportunity is very much a part of the proud Asheboro High School tradition but adds flexibility for those students with interests outside of the standard high school setting.

-Advancement Via Individual Determination (AVID)

Asheboro City Schools is currently offering the AVID program in the middle schools and into the high school. AVID is a program designed to help underachieving middle and high school students prepare for and succeed in colleges and universities. Students in the program commit themselves to

improvement and preparation for college. AVID offers a rigorous program of instruction in academic "survival skills" and college level entry skills.

-GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)  
Asheboro City Schools has been awarded a GEAR UP grant for our middle schools. This discretionary grant program is designed to increase the number of low-income students who are prepared to enter and succeed in post-secondary education. GEAR UP provides six-year grants to states and partnerships to provide services at high-poverty middle and high schools.

-North Carolina Virtual Public School provides a vehicle for school districts to accomplish the North Carolina State Board of Education's goal of producing 21st Century learners, professionals, leaders, and systems by providing easily accessible online learning opportunities for high and middle school students. The mission of NCVPS is to provide skills, student support, and opportunities for 21st Century learners to achieve.

-High school students participate in block scheduling which offers the opportunities for additional coursework during the school year. This format allows students to self-select learning opportunities that are based on need and interest.

-DUKE Tip Program

The Duke University Talent Identification Program (Duke TIP) identifies gifted children and provides resources to nurture the development of these exceptionally bright youngsters. Through Duke TIP a whole range of activities and programs, 4th to 12th, are accessible to parents and teachers to meet the individual needs of gifted children.

**Planned Sources of Evidence:** -TOPS forms (for K-5 students)

-List of completed USTARS experiments/reflections for K-3 students

-AIG consultant notebooks with Talent Search Data

-Class rosters/schedules

-DUKE Tip parent letters sent home with grades 4th, 5th, and 7th graders

**Other Comments:**

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

#### **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 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 2010-2013.**

**Rationale:** Currently, our LEA offers a variety of extra-curricular programs and events based on AIG students' needs and interests.

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

**Description:** We will continue to offer a variety of extracurricular programs and events for elementary, middle, and high school levels. The goal is to enhance and further develop the needs and interests of AIG students through the extra-curricular programs and events available throughout the district.

Many enrichment/talent development opportunities will be available to students. Access to these options will be based on student interest, motivation, teacher recommendation, and the ability of the student to complete required work within the curriculum. Choices will vary within each school. The school planning team will develop, implement, and communicate the options to staff, students, and parents. Following is a list of possible options:

Elementary School:

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

Middle School:

- Accelerated Reader Contest and Competition
- Math Fair
- Science Fair
- News Show
- Book Club
- Foreign Language
- Geography Bee
- Junior Great Books
- Duke TIP
- Student Government
- Envirothon

Debate

Beta Club  
Project Based Learning  
Socratic Seminars  
Spelling Bee  
Job Shadowing  
Yearbook Staff  
Math Counts  
Extra curricular clubs

High School:

American High School Math Exam  
National Honor Society  
Art Club  
National Merit Scholarship  
ASHE-HI-CHAT  
New Horizons  
ASHE-HI-LIFE  
Octagon  
Park Street Players  
Youth Leadership Programs  
Contests/Competitions  
Quill and Scroll  
International Club  
Quiz Bowl  
Mu Alpha Theta  
ROTC  
Fellowship of Christian Athletes  
S.A.D.D.  
Governor's School  
S.A.V.E.  
Governor's Page  
SAT Preparation  
HI-IQ Bowl  
Science Olympiad  
Industrial Arts  
Service Projects  
Key Club  
Spanish Club  
Latin Club (Junior Classical League)  
Summer Ventures  
Library Club  
Student Council  
Mock Trial  
Student Council (Advisors)  
Teachers of America

The local Partners for the Advancement of Gifted Education (PAGE) organization continues to provide field trip opportunities, parental support, and resources to AIG consultants that enhance the extracurricular programs offered for gifted students. The Asheboro PAGE chapter provides a variety of activities for the students through the following ongoing commitments:

- Collaboration with the North Carolina Association for the Gifted and Talented (NCAGT)
- Advocacy program for parents
- Donation of appropriate materials to public library (e.g., CD-ROMs and videos)
- Donation of appropriate materials and other types of support to each elementary and middle school
- Support of school activities
- 5th Grade Academic Excellence Awards
- Super Saturday
- Student trips for enrichment

**Planned Sources of Evidence:**

- Individual school web pages
- Student interest clubs
- AIG brochures
- Duke Tip brochures
- Informational letters
- PAGE website
- Event rosters
- AVID/ Gear Up
- REACT classes at middle school based on individual student interests
- AIG consultant web pages

**Other Comments:**

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

**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**

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** AIG consultants partner and communicate with parents/families and maintain community partnerships through the Partners for the Advancement of Gifted Education (PAGE) organization, Differentiated Education Plan annual meetings, email communication via AIG List Serve of parents, AIG Planning Stakeholders Meetings held in January, February, and March of 2010, Senior Project Mentors, AIG website with individual AIG consultants' web pages, and AIG news included in our district Connections newsletter. Despite these systems for communication already occurring, survey results indicated that only 43% of certified staff felt they partner with parents/families to ensure the most appropriate services to meet the needs of all AIG students. Survey results also indicated that 19% of certified staff and 13% of principals felt the school partners with the community to ensure that the most appropriate services to meet all of the AIG students' needs are available.

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

**Description:** AIG consultants and school level personnel, in collaboration with the Exceptional Child Services Program Director, will conduct informational meetings for school staff, parents, and local community. AIG school brochures with written, accurate information about the program options for gifted education and the AIG Plan will be located in each school. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG consultant. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. Information will include the time and frequency of the activities. In addition to the DEP or IDEP conference, two student/parent/classroom teacher conferences will be scheduled to focus on the individual student's needs and academic progress. Follow-up conferences will determine the efforts of the plan. In addition, information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues. The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children. (See attached Standard 5A-Attachment 10 for description of commitments and activities of the PAGE organization). The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer, along with district and school leadership, will provide information through Alert Now telephone messages, CONNECTIONS Newsletter, Professional Development Notes, school websites, and Monday Musings which is an electronic weekly newsletter that is sent to all district employees.

Our LEA networks with families regarding their children's academic and social progress by communicating and working in partnerships with colleagues, administrators, school boards, students, families, business, and industry on behalf of gifted learners. Networks include the following methods:

- Create communication vehicles that explain the programming services available to AIG students (as stated above).
- Locate a variety of resources to share with parents to support their gifted children at home.

- Develop activities to encourage parental and community involvement in the education of the gifted.
- Participate in professional organizations related to gifted and talented education to inform the school district of best practices.

It is important that this plan be effectively communicated to all members of the school and community. The Asheboro City Schools system believes in open communication and information sharing, the first priority in self-assessment. Such a goal requires responsibility and commitment from our educational system and our parents. A list of parent and community involvement strategies has been developed in order to address this priority through the Asheboro City Schools strategic plan.

The following strategies will be supervised by the AIG Program Director. The principal, academically gifted consultants, and Needs Determination Teams-AIG will implement these strategies at the school level.

## COMMUNICATION STRATEGIES

Upon local school board and the North Carolina Department of Public Instruction review and approval, information about the plan philosophy and procedures will be disseminated using the following steps:

- The AIG Services Program Director, in collaboration with other members of the AIG Planning Team, will conduct an informational meeting with Central Office personnel and school administrators.
- AIG consultants and school level personnel, in collaboration with the AIG Services Program Director, will conduct informational meetings for school staff, parents, and local community.
- Once each school has had an opportunity to develop its unique offering, a brochure will be developed and distributed to parents to provide written, accurate information about the program options for gifted education. In addition, parents will receive ongoing news about the plan and possible options through school organizations such as PTA and PTO as well as school publications.
- The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership will provide information through Alert Now, CONNECTIONS Newsletter, Professional Development Notes, Asheboro City Schools Board Briefs, school websites, and Monday Musings.
- Asheboro City Schools will have a link on their website for the 5th Generation Plan, parent resources, North Carolina Association for the Gifted and Talented, and the National Association for Gifted Education. Each school web page will also include information on services for gifted students.
- Asheboro City Schools will develop and offer parent workshops on giftedness and how to nurture the potential in all students.
- Asheboro City Schools will develop and offer parent curriculum nights in collaboration with other projects and programs.

The above outlined strategies are designed to inform all parents and community members about the plan for gifted education and how the plan may affect their child. Further opportunities for parent and community involvement are listed below.

- A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified gifted student as well as newly identified students. Parents will be invited to discuss this plan with the AIG consultant.
- Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year.
- In addition to the DEP or IDEP conference, two student/parent/classroom teacher conferences will be scheduled to focus on the individual student's needs and academic progress. Follow-up conferences will determine the efforts of the plan.

**Planned Sources of Evidence:** -Websites of AIG consultants and teachers with the AIG cluster  
-Minutes from AIG Advisory Board meetings  
-Copy of Differentiated Education Plan/Individual Differentiated Education Plans  
-Sign-in sheets from trainings and events sponsored by PAGE  
-AIG brochures for elementary and middle schools  
-List of Senior Project Mentors  
-Copy of CONNECTIONS Newsletter (paper copy that goes home with each report card)  
-Monday Musings electronic district newsletter  
-Roster of AIG informational meetings

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** Survey results indicated that 45% of certified staff felt there was adequate communication among parents, teachers, and administrators. The same survey indicated that 58% of parents felt there has been sufficient communication between themselves and the AIG consultants.

**Goals:** Asheboro City Schools will increase communication and understanding among stakeholders regarding the AIG program, the AIG plan, and other policies related to gifted education.



**Description:** The Academically Gifted Program Director, in collaboration with the AIG consultants, will conduct an informational meeting with Central Office personnel and school administrators. AIG consultants and school level personnel, in collaboration with the Academically Gifted Program Director, will conduct informational meetings for school staff, parents, and local community. AIG consultants will complete a presentation to the community during the Parent Fan Fare Event. AIG school brochures with written, accurate information about the program options for gifted education and the AIG plan will be placed on the district web site and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG consultant. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. Information will include the time and frequency of the activities. In addition to the DEP or IDEP conference, two student/parent/classroom teacher conferences will be scheduled to focus on the individual student's needs and academic progress. Follow-up conferences will determine the efforts of the plan. In addition, information will be provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues. AIG consultants will offer programs annually in the community and at PTO meetings to inform stakeholders of the AIG plan. The Partners for the Advancement of Gifted Education (PAGE) group will be used as a resource for the dissemination of information regarding the AIG program, plan, and policies. Collaboration between the school district and the Asheboro PAGE chapter will include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted children. (See Standard 5a, Attachment 10 for description of commitments and activities of PAGE organization). The Public Information Officer will provide ongoing information regarding gifted education to the community through the local media. The Public Information Officer and district and school leadership will provide information through Alert Now telephone messages, CONNECTIONS Newsletter, Professional Development Notes, school web sites, and Monday Musings.

**Planned Sources of Evidence:**

- Sign-in sheets from events sponsored by PAGE
- AIG brochures for elementary and middle schools updated annually and distributed to all schools
- PowerPoint presentation and sign-in sheets from AIG public forums
- Parents included on AIG Advisory Team to participate in development of local AIG plan.
- District consultants' and teachers' websites
- Minutes of Advisory Board meetings
- DEP/IDEP plans signed by parents
- Copy of CONNECTIONS Newsletter (paper copy that goes home in report card)
- Monday Musings electronic district newsletter

**Other Comments:**

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

**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 C**

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Stakeholders reflecting the diversity of AIG parents/families and the community have been involved in the development, implementation, and monitoring of the AIG plan by giving feedback on surveys and participating in AIG Steering Team meetings.

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

**Description:** Input of stakeholders is obtained through the AIG Advisory Team meetings. Input from AIG students, parents, teachers, and administrators is gathered through online and paper/pencil surveys. Implementation and monitoring feedback of the AIG plan is obtained annually by collecting parent input on the parent survey.

Asheboro City Schools Data Collection Analysis for the 2009-2010 - 5th Generation AIG Plan included surveys. The results of the survey were as follows:

#### **Certified Staff Survey**

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

#### **Parent Surveys**

Parents of gifted students in ACS were given the opportunity to complete a survey in December 2009. The surveys were returned to the AIG consultant in a self-addressed, stamped envelope.

-85 elementary parents responded

-80 middle school parents responded

#### **Student Surveys**

AIG students were given an online survey regarding the gifted program in December of 2009.

- 231 elementary and middle school students responded

#### **Administrator Surveys**

- Principals at all schools responded to an online survey in December of 2009.

#### **Advisory Team**

- The AIG Advisory Team met on January 26, 2010, February 22, 2010, and March 23, 2010, to make recommendations for the new AIG plan.

- Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team for 2009 - 2010 included the following participants. Dr. Diane Frost - Superintendent, Dr. Dot Harper - Associate Superintendent, Pam Johnson - Exceptional Education/AIG Director, Pam Haga - parent/high school teacher, Dr. Hazel Frick - Testing Coordinator, Jordi Roman - ESL Coordinator, Kathryn Escobar -

teacher, Alice Johnson - teacher, Megan Smith - AIG Consultant, Charlene Smith - AIG Consultant, Wendy Doiron - AIG Consultant, Dr. Angie Kern - AIG Consultant, Ann Carol Grant - Principal, Carla Freemyer - Public Information Officer, Joel McClosky - Instructional Facilitator, Meredith Wolfe - teacher, Carolyn Fitch - guidance counselor, Susie Scott - parent, Christopher Burian - teacher, Jennifer Smith - Director of Instructional Improvement, Tricia Muse - Instructional Facilitator, Pam Hyatt- teacher, Barbara Skelly- parent, Melissa Belote - teacher, Terry Grooseclose - teacher, Dr. Mary Lou Diener - guidance counselor, Kerbi Clauser - parent, Sue Shumaker - teacher, Sheena Wisnasky - Instructional Facilitator, and Nancy Moody - Director of Career & Technical Education

## AIG TEAM

The AIG consultants met at various times throughout the 2009-2010 school year to work on the development of the AIG plan. The AIG consultants have completed the LEA Self-Assessment Tool to assist in the development of the local plan.

Data Analysis on Key Points of Continuous Improvement Identified by the 5th Generation AIG Plan AIG Advisory Team include:

### Standard One - Student Identification

45% of certified staff felt the AIG identification procedures within our district are equitable.

40% of certified staff felt the AIG identification procedures within our district are comprehensive.

36% of certified staff felt the AIG identification procedures within our district are clear.

81% of parents felt they understand how AIG children are identified in our district.

63% of principals felt their school has AIG procedures that are clear, equitable, and appropriate.

### Standard Two - Differentiated Curriculum and Instruction

71% of parents felt their child's academic needs are well met.

59% of parents felt their child is appropriately challenged within the regular classroom.

66% of parents felt their child is appropriately challenged when participating in out-of-class programs.

73% of parents felt their child's participation in the program has been a worthwhile experience.

70% of parents felt the time spent out of the regular classroom for participation in the program activities was worth it.

74% of the students felt their teacher checks for their level of understanding in math before starting a new topic.

65% of the students felt their teacher checks for their level of understanding in reading/language arts before starting a new topic.

36% of the students felt their teacher checks for their level of understanding in science or social studies before starting a new topic.

68% of the students felt the amount of time spent in the AIG program is just about right.

81% of the students felt the level of expectations set by their gifted program teacher is just about right.

85% of the students felt they would like to continue to be a part of the AIG program.

50% of the principals felt teachers differentiate instruction for AIG students in their classrooms.

88% of the principals felt teachers incorporate critical thinking and problem-solving skills into their lessons.

50% of the principals felt teachers provide enrichment and acceleration in their classrooms.  
100% of the principals felt AIG teachers and classroom teachers collaborate with each other concerning differentiation for the AIG students.  
100% of the principals felt AIG students are grouped together for their area(s) of identification.  
68% of certified staff felt AIG students are grouped together for their area(s) of identification.

### Standard Three – Personnel and Professional Development

89% of certified staff felt AIG students need specialized services.  
62% of certified staff felt they have adequate knowledge concerning AIG students.  
61% of certified staff felt they are adequately informed about the AIG programs and services in our schools.  
31% of certified staff felt there are adequate opportunities for staff development in the area of AIG services.  
61% of certified staff felt they understand how to meet the special learning needs of gifted students.  
13% of certified staff felt they hold an AIG licensure endorsement.

### Standard Four – Comprehensive Programming within Total School Community

- 26% of AIG students felt their classroom teacher provides work that challenges them.
- 85% of AIG students enjoyed working with students of similar abilities.
- 77% of AIG students enjoyed working on group projects.
- 37% of AIG students enjoyed talking about the ups and downs of being gifted.
- 64% of AIG students felt participation in the program has caused them to think about new and different ways to learn.
- 65% of AIG students felt participation in the program has helped them to better understand and accept their abilities.
- 84% of parents felt their child has had a positive experience participating in the AIG program.
- 41% of parents felt their child's academic needs relating to giftedness are addressed through the guidance/counseling program.

### Standard Five - Partnerships

- 45% of certified staff felt there is adequate communication among parents, teachers, and administrators about the AIG program.
- 43% of certified staff felt they partner with parents/families to ensure that the most appropriate services to meet the needs of all AIG students' needs are available.
- 19% of certified staff felt they partner with the community to ensure that the most appropriate services to meet all of the AIG students' needs are available.
- 13% of principals felt my school partners with the community to ensure that the most appropriate services to meet all the AIG students' needs are available.
- 58% of parents felt there has been sufficient communication between the AIG consultant and themselves.

- 79% of parents felt school staff are readily available to address their questions and concerns about AIG programming and services.
- 79% of parents felt comfortable communicating with classroom teacher about their child's AIG needs.
- 82% of parents felt comfortable communicating with gifted education staff about their child's AIG needs.
- 71% of parents felt comfortable communicating with counselors about their child's need.

#### Standard Six – Program Accountability

- 54% of parents felt aware of the student and parent's rights with respect to the AIG policies, procedures, and practices.
- 44% of parents felt aware of North Carolina's gifted law, Article 9B.
- 43% of certified staff felt aware of North Carolina's gifted law, Article 9B.
- 54% of certified staff felt aware of the district's AIG plan.
- 61% of certified staff felt adequately informed about the AIG programs and services at their school.
- 63% of principals felt aware of North Carolina's gifted law, Article 9b.
- 100% of principals felt aware that the district has an AIG plan

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

- Sign-in sheets
- Materials from Advisory Team meetings
- Survey results from parents, students, teachers, and principals
- Annual Program Monitoring Survey completed by parents.

**Other Comments:** Only 31% of certified staff felt there were adequate opportunities for staff development in the area of AIG services. The following were the top five suggestions for in-service trainings recommended by staff:

- 59% Differentiation
- 52% Underachievement/Undermotivated
- 50% Teaching strategies
- 39% Culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice exceptional

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

#### **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 D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing

basis and in their native language.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Only 43% of certified staff felt they partner with parents/families to ensure that the most appropriate services to meet the needs of all AIG students are available. Communication with parents in their native language has been limited with families in which English is not the primary language.

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

**Description:** The district will use interpreters to relay information to parents in their native language. The AIG link on the district website will include updated opportunities for AIG students. AIG consultants will have updated web pages/newsletters. Expanded use of blogs and podcasting will also be used to increase communication and understanding among stakeholders. AIG materials will be translated. Interpreters will be present at Differentiated Education Plan meetings as needed.

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

- Announcements in Connections district newsletter in both English and Spanish
- Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed
- AIG consultants' webpages / newsletters
- AIG consultant List Serve for communication
- Technology resources such as blogs and podcasting

**Other Comments:**

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

**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 E**

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Multiple district-wide initiatives that involve parents/families and community leaders in meaningful ways to support gifted education are in place.

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

**Description:** Asheboro City Schools believe our partnerships with parents are an essential component of students' success. We have seen tremendous growth in the number of parent volunteers giving their time and talents to enhance the educational needs of our students.

The volunteers play an important role in our efforts to provide effective educational experiences for all students. They read to children, design bulletin board displays, demonstrate crafts, comfort sick children waiting to go home, landscape the school grounds, tutor students, catalogue books, chaperone activity trips, serve as mentors, and help with clerical work. The following events are district-wide initiatives that involve parents/families and community leaders in the support of gifted education:

- PAGE Organization
- Senior Project Mentors and Judges
- Speaking Day
- Math Fair
- Expert Project
- Science Fair
- Spelling Bee
- Beta Club
- National Honor Society
- Student Interest Clubs
- AHS Zoo School
- 3rd grade day at Mount Shepherd

**Planned Sources of Evidence:**

- Sign-in sheets from events sponsored by PAGE
- List of mentors and judges from Senior Project
- Copies of speeches from Speaking Day
- List of Math Fair judges and organizers
- Pictures from Expert Project Fair - List of mentors from Expert Project
- List of Science Fair judges and organizers
- List of Spelling Bee sponsors
- Beta Club
- National Honor Society
- Student Interest Clubs
- PowerPoints of events, web pages, rosters of club and event participants, senior project evaluations, programs from events

**Other Comments:**

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

### **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 F**

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

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Asheboro City Schools believes in joining hands with the community when challenges arise which affect the quality of life for students and their families. Examples of our collaborative efforts include, but are not limited to: Asheboro/Randolph Drug Awareness Council, Faith-based Partnerships, Peer Helpers, and our Community Crisis Response Team. Asheboro City Schools is maintaining this practice because we have formed, and will continue to form, partnerships with parents/families, institutions of higher education, businesses, and community stakeholders to enhance and gain support for AIG programs and services.

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

**Description:** Community outreach efforts are formed to enhance and gain support for AIG programs and services. Workshops for parents regarding issues related to giftedness and gifted education are offered as needed. In addition, information is provided to parents about local workshops and opportunities sponsored by other organizations related to gifted issues. The Academically Gifted Program Director and principals work with local and state advocacy groups such as PAGE and NCAGT to listen to concerns and provide information regarding the plan and issues in gifted education (e.g., attendance at meetings). Collaboration between the school system and the Asheboro PAGE chapter include dissemination of information, joint planning for some PAGE sponsored activities, and commitment to school activities for gifted students.

Asheboro/Randolph Drug Awareness Council is a coalition of concerned citizens who are dedicated to preventing alcohol and drug abuse in our community. Projects include the National Red Ribbon Week campaign, Parent-to-Parent classes, distribution of literature and educational materials, support of public school programs such as DARE (Drug Abuse Resistance Education) awareness activities, and communication among services agencies. These initiatives may address the social/emotional issues of the AIG students.

Faith-based partnerships continue to make a positive impact on our students needing additional help and support in the areas of reading and math. Many schools have faith-based partners providing support during the school day and/or after school.

Peer Helpers and CARE Team student assistance programs are supported by the community through the development and implementation of services as well as written support grant applications. Local businesses also support the programs with student incentives. The following opportunities involve stakeholders from the community.



- Expert Project completed by AIG students
- UNC-Pembroke/High Point University Co-Horts for AIG add-on licensure
- USTARS Partnership with UNC-Chapel Hill Javits Grant
- Mount Shepherd Science Day for all 3rd graders
- PAGE
- Senior Project mentors and judges
- Communities In Schools
- Asheboro High School Zoo School

The Asheboro High School Zoo School is an opportunity for students to experience high school differently. The North Carolina Zoological Park is the setting for the program and serves as a laboratory for learning. The AHS Zoo School offers a smaller learning community of 80 - 100 students working on a rigorous curriculum though a science focus. This small learning opportunity is very much a part of the proud Asheboro High School tradition but adds flexibility for those students with interests outside of the standard high school setting.

Our LEA forms partnerships to provide advocacy for the continued support of gifted education services because we understand how to communicate and work in partnerships with colleagues, administrators, school boards, students, families, business, and industry on behalf of gifted learners by:

- Creating communication vehicles that explain the programming services available to AIG students.
- Locating a variety of resources to share with parents to support their gifted children at home.
- Developing activities to encourage parental and community involvement in the education of the gifted.
- Participating in professional organizations related to gifted and talented education to inform the school district of best practices.

**Planned Sources of Evidence:** -List of PAGE events

- PowerPoints of events
- UNC-Pembroke and High Point University class rosters
- List of mentors from Senior Projects and Community in Schools

**Other Comments:**

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

**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 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 2010-2013.**

**Rationale:** In Asheboro City Schools, an AIG plan is developed every three years in accordance with state legislation and policy, which has been approved by the Asheboro City Schools Board of Education and sent to the SBE/DPI for review and comment.

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

**Description:** The AIG plan outlines the identification process, service options, and delivery of services for AIG students in grades K-12. In accordance with the General Assembly passage of Article 9B, the Academically and/or Intellectually Gifted Students Amendment, a planning team and an advisory team were formed to review the existing gifted plan and assess the strengths and continuous improvement areas. This year-long process involved school system staff, parents, students, administrative staff, and members of the community. The team revised the local plan which contained guidelines to identify potentially gifted students and establish procedures for providing appropriate educational services. The result is a revised 5th Generation three-year plan for the Academically and/or Intellectually Gifted Education Program that is designed to meet the needs of gifted students and nurture academically and/or intellectually gifted potential especially in under-served populations in accordance with the expectations of the North Carolina AIG Program Standards. The AIG Director and consultants implement a comprehensive AIG program that demonstrates knowledge of state and national standards with comprehensive services for K-12 AIG students based on the standard course of study and best practices.

**Planned Sources of Evidence:** The Asheboro City Schools Board approved the AIG 5th Generation Plan. Copies were given to each AIG consultant, principal, and school board member. The district AIG plan is located on the district website.

**Other Comments:**

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

#### **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 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 2010-2013.**

**Rationale:** The AIG Director, administrators, and AIG consultants monitor the implementation of the local AIG program for compliance with current legislation and state policies. District leadership and school principals have the responsibility for monitoring gifted achievement, enrichment, and acceleration opportunities in each school.

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

**Description:** The plan for Academically and/or Intellectually Gifted Education is evaluated formatively and summatively. The plan ensures that student assessments and services for academically and/or intellectually gifted students are aligned and comply with the accountability standards as defined by the North Carolina ABC's and NCLB. A variety of data collection strategies are used both initially for baseline data and throughout the three years of this plan. Data collection instruments may include test data, focus groups, written and oral questionnaires, and review of multiple performance indicators and student portfolios. All evaluation procedures are supervised by the Academically Gifted Program Director.

Quarterly AIG Team meetings are held to discuss progress of the plan, to problem solve, and to make recommendations for improvement in AIG curriculum and instructional strategies. The AIG Director collects documents from the AIG consultants that are included in the sources of evidence for each practice. AIG Director and AIG consultants have knowledge of the identification procedures for intellectually, academically, creatively, culturally diverse, and twice-exceptional gifted learners. AIG consultants understand the relevance of assessment and achievement for individual students.

AIG consultants perform the following:

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

**Planned Sources of Evidence:** -Evidence notebooks maintained by each AIG consultant

- Annual Gifted Program Review Parent Survey
- AIG consultants' schedules
- AIG database spreadsheets
- AIG consultant websites
- District website

**Other Comments:**

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

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 C**

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

### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Asheboro City Schools is currently serving 469 students (as of 04/01/2010) in the AIG program, which is approximately 10% of the student population. The state AIG funding allotment covers approximately three AIG consultant personnel salaries and benefits. A state funded teaching position pays for one additional AIG consultant position. Local funds are used to provide staff development, tuition for AIG Add-on Licensure, and non-personnel items such as equipment, supplies, and materials.

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

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

**Planned Sources of Evidence:** -NCWise spreadsheet of students served

-Budget spreadsheets of monthly expenditures

-Copies of purchase orders and invoices of AIG supplies and materials

### **Other Comments:**

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

### **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 D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Student performance data will be maintained, analyzed, and shared with stakeholders throughout the school year. Data for students who have exited the program will be available. However, high school drop-out data for AIG students has not yet been evaluated by the district.

**Goals:** Asheboro City Schools will disaggregate the annual drop-out data to determine the percentage of AIG students dropping out of school. Data will be disaggregated to determine ethnicity, ESL, EC, and gender of these students. Exit interviews will be examined to determine reasons for leaving school.

**Description:** EVAAS (Education Value-Added Assessment System) data will be used to determine the amount of student growth from one year to the next of the AIG cluster of students. This data will be shared with principals and teachers in order to determine what specific instructional changes need to be implemented. High school drop-out data will be reviewed monthly. Rationale for students' exits and withdrawals will be collected by interviewing students who have dropped out. This data will be shared with appropriate stakeholders.

**Planned Sources of Evidence:** -EVAAS data spreadsheets  
-Database of AIG students who withdraw from high school  
-Anecdotal evidence from the exit interviews conducted by high school social worker

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

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

### **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 E**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The district does not currently have a process in place for monitoring the representation and retention of students who are culturally/ethnically diverse, economically disadvantaged, English

Language Learners, highly gifted, or twice exceptional.

**Goals:** The district will monitor the retention and representation of under-represented populations in the AIG program. The district will review placement data to assess diversity of students being served. The district will also review the number of students in the school program by gender and race.

**Description:** The district will develop criteria for the recognition and service options for highly gifted students, culturally/ethnically diverse, economically disadvantaged, English Language Learners, or twice exceptional.

**Planned Sources of Evidence:** -School-wide screening of achievement and aptitude in grades 3 and 5

- Teacher Observation of Potential in Students (TOPS) in grades K–5
- AIG district database
- NCWise data collection
- DEPs (Differentiated Education Plans)

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

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

#### **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 F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Current information is available regarding the credentials of AIG certified personnel in the Human Resource Department of Asheboro City Schools.

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

**Description:** The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff.

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

- List of AIG certified staff members

**Other Comments:**

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

**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 G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The AIG Advisory Team of community members, parents, teachers, and other staff members has met regularly throughout the 2009-2010 school year to review all aspects of the AIG program and make recommendations for program improvement.

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

**Description:** The AIG Advisory Team consists of diverse stakeholders from each school within the district. Data will be reviewed from advisory and planning teams. The data is analyzed for continuous improvement strategies and goals. Members of the team consist of central office staff, school AIG consultants, classroom teachers, counselors, principals, parents, and community representatives.

ASHEBORO CITY SCHOOLS  
ACADEMICALLY AND/OR INTELLECTUALLY GIFTED PROGRAM  
ADVISORY TEAM 2009-2010

Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan. The team members are: Dr. Diane Frost, Megan Smith, Dr. Dot Harper, Charlene Smith, Carolyn Fitch, Pam Johnson, Wendy Doiron, Susie Scott, Pam Haga, Dr. Angie Kern, Christopher Burian, Jordi Roman, Ann Carol Grant, Sue Shumaker, Kerbi Clauser, Barbara Skelly, Melissa Belote, Nancy Moody, Kathryn Escobar, Jennifer Smith, Alice Johnson, Carla Freemyer, Tricia Muse, Joel McClosky, Meredith Wolfe, Pam Hyatt, Terry Groseclose, Dr. Mary Lou Diener, Dr. Hazel Frick, and Sheena Wisnasky.

**Planned Sources of Evidence:** -Minutes, agendas, and sign-in sheets of the AIG Advisory Team

meetings

**Other Comments:**

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

**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 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 Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Opportunities for regular feedback from parents, students, teachers, and other stakeholders regarding the quality and effectiveness of the AIG plan have been inconsistent throughout the three year life of the 2007-2010 AIG Plan. Our future plan is to survey parents to determine awareness and impact of the program and level of communication of the plan to the school community (establish baseline year one). We will also survey school staff to determine effectiveness of the process and of the plan implementation.

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

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

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

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

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

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

**Ideas of Strengthening:** To provide more opportunities for feedback through surveying stakeholders on a regular basis and to elicit feedback using AIG consultant web pages.

**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 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 2010-2013.**

**Rationale:** The local AIG plan is revised as mandated by the state. Budget, staff development needs, number of AIG-certified staff, number of identified students, AIG program standards and practices, student identification procedures, and other data sources are used in the revision process.

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

**Description:** The Asheboro City Schools 5th Generation AIG Plan is reviewed and revised by using the results of the AIG Self-Assessment document, survey data from students, parents and staff, input from AIG Advisory Team, and continuous feedback from AIG consultants. Our LEA organizes the evaluation of the AIG program using formal and informal evaluation techniques including understanding how systematic gathering, analyzing, and reports of formative and summative data can be used to improve the existing program. AIG consultants gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

**Planned Sources of Evidence:** -Self-assessment document

-Survey results

-Products from AIG Advisory Team meetings

**Other Comments:**

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

### **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 J**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Self-assessment data from the AIG program evaluation is shared with the AIG Advisory Team and posted on the district website.

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

**Description:** The district will post the results of the AIG program evaluation on the Asheboro City Schools AIG web page and share results with the AIG Advisory Team.

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

**Other Comments:**

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

### **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 K**

Protects the rights of all AIG students through policies, procedures, and practices.

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The rights of AIG students are protected through local policies and procedures as outlined in the AIG plan.

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

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

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

Inform parent/guardian of this decision by providing them with the following:

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

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

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

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

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

#### STEP I – NDT–AIG Conference

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

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

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

- A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.
- B. Principal reviews the recommendation with the NDT-AIG chairperson.
- C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

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

## ACADEMICALLY GIFTED PROGRAM DIRECTOR

### STEP III – Appeal to AIG Program Director

- A. Parent/guardian may appeal principal's decision in writing to the AIG Program Director (ECS-PD) within five (5) school days of receiving the response from the school principal.
- B. AIG Program Director reviews the grievance within five (5) school days of receipt of appeal.
- C. AIG Program Director responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

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

#### STEP IV – Appeal to Assistant Superintendent or Superintendent

- A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.
- B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of receipt of the appeal.
- C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

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

#### STEP V – Appeal to Asheboro City Schools Board of Education

- A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.
- B. The Board shall offer a final written decision within thirty (30) calendar days.

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

#### STEP VI – State Level Grievance Procedure

- A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

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

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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

**Other Comments:**

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

**Glossary (optional):**

Acronyms:

AVID: Advancement Via Individual Determination

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

Gear Up: Gaining Early Awareness and Readiness for Undergraduate Programs

GRS: Gifted Rating Scale

Impact Grant: Guidelines for media and technology programs

ischool: Online school at UNC-Greensboro

ITBS: IOWA Test of Basic Skills

NDT: Needs Determination Team

NNAT: Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

PD 360: Professional Development 360

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

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

WISC-IV: Weschler Intelligence Scale for Children

**Appendix (optional):**

Attach 1 Intro Vision - AIG Timeline of Implementation.docx (*Appendix*)

Standard 1b-Attach 1a Multiple Criteria for AIG Program Identification.docx (*Appendix*)

Standard 1b-Attach 1b Multiple Criteria for AIG Resource Program.docx (*Appendix*)

Standard 1c-Attach 2 Woodcock-Johnson Testing.docx (*Appendix*)

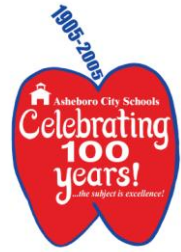
Standard 1c-Attach 3 Test-Instruments Which May be Accepted.docx (*Appendix*)  
Standard 1e-Attach 5 Student Search Process.docx (*Appendix*)  
Standard 1f-Attach 6 Due Process Procedures.docx (*Appendix*)  
Standard 1g-Attach 7 Student Search.docx (*Appendix*)  
Standard 4b-Attach 8 Strategic Plan.pdf (*Appendix*)  
Standard 4h-Attach 9 Matching Specific Criteria.docx (*Appendix*)  
Standard 5a-Attach 10 PAGE.docx (*Appendix*)  
Standard 1c-Attach 4 Recommended Testing Procedures.docx (*Appendix*)

DRAFT



# Asheboro City Schools

*...the subject is excellence*



Office of the Superintendent

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 South Park St. • (336) 625-5104 • (336) 625-9238, fax • [www.asheboro.k12.nc.us](http://www.asheboro.k12.nc.us)

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June 10, 2010

The Asheboro City Schools Board of Education has reviewed and approved the 5<sup>th</sup> Generation Academically and / or Intellectually Gifted Education Plan for 2010-2013.

\_\_\_\_\_  
Dr. Diane Frost, Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mrs. Gidget Kidd, Chairperson  
Asheboro City Schools Board of Education

\_\_\_\_\_  
Date

**Asheboro City Schools**  
**Wireless Network Request for Proposals**  
**June 10, 2010**

**Bid Description: Asheboro City Schools – Wireless Project (RECOVERY FUNDS)**

School-wide Wireless Local Area Network including necessary devices and wiring for high speed data and video installed at eight (8) locations in the Asheboro City School District.

<b>Company</b>	<b>Total Bid</b>	<b>Status</b>
Eproche	\$ 277,265.00	Did not provide list of comparable clients.
Fusion Works	\$ 290,459.78	Amount quoted was an estimate not a bid.
Amerizon	\$ 304,689.60	Did not include itemized list of equipment or narrative describing installation.
<b>Xirrus</b>	<b>\$ 541,672.50</b>	<b>Lowest responsive bid.</b>
Century Link	\$ 544,838.95	
ACC	\$ 612,262.30	
Gov Connection	\$ 728,907.59	
CAD	\$ 789,517.89	
AT&T	\$ 805,861.59	
Sprint	NA	
Enterprise	NA	

Xirrus is the vendor recommended to install the Wireless Network Solution for Asheboro High School, North Asheboro Middle School, South Asheboro Middle School, and all five elementary schools. The award includes the base bid and all alternate bids requested.



**Asheboro City Schools  
 Bid Tabulation Sheet  
 Xirrus**

	<b>Base</b>	<b>Stadium +100</b>	<b>PAC +400</b>	<b>PAC +200</b>	<b>Gym +200</b>	<b>Multipurpose + 70</b>	<b>Cafeteria +70</b>	<b>Total Cost</b>
<b>AHS</b>	\$ 168,560.78	\$ 5,576.41	\$ 9,127.81					\$ 183,265.00
<b>NAMS</b>	\$ 46,929.68			\$ 5,576.41	\$ 5,576.41			\$ 58,082.50
<b>SAMS</b>	\$ 65,564.68			\$ 5,576.41	\$ 5,576.41			\$ 76,717.50
<b>BAL</b>	\$ 42,234.68					\$ 3,551.41	\$ 3,551.41	\$ 49,337.50
<b>CWM</b>	\$ 37,242.18					\$ 3,551.41	\$ 3,551.41	\$ 44,345.00
<b>DLL</b>	\$ 31,607.18					\$ 3,551.41	\$ 3,551.41	\$ 38,710.00
<b>GBT</b>	\$ 45,402.18					\$ 3,551.41	\$ 3,551.41	\$ 52,505.00
<b>LP</b>	\$ 31,607.18					\$ 3,551.41	\$ 3,551.41	\$ 38,710.00
<b>Total Cost</b>	\$ 469,148.54	\$ 5,576.41	\$ 9,127.81	\$ 11,152.82	\$ 11,152.82	\$ 17,757.05	\$ 17,757.05	\$ 541,672.50

## A. Required Site Bids (1 School Site)

### Asheboro High School

<b><u>Minimum Project Requirements – Base Bid</u></b>		
<b><u>Coverage and density</u></b>		
Minimum of -72 dBm RSSI for high rate data applications		
Minimum of -67 dBm RSSI for possible voice applications		
Minimum <b>30 users</b> per classroom high rate data applications ( <b>See Note 1</b> )		
1500+ simultaneous WiFi users campus wide		
	<b>Minimum # of Users</b>	<b>Location</b>
1.	120	Media Center
2.	300	Old Gym
3.	300	New Gym
4.	100	Front Lawn
5.	100	Back Lawn
6.	100	Cafeteria
7.	100	Student Lounge
8.	60	Nova Academy Building
9.	150	Professional Development Center
10.	100	Band Room
11.	100	Football Stadium (Home Side)**
12.	100	Performing Arts Center***

#### **Required Alternate Bids**

(Permanent or portable solution)

\*\* Additional 100 users Football Stadium (Home Side)

\*\*\*Additional 400 users Performing Arts Center

## B. Alternative Site Bids (7 School Sites)

### 1. South Asheboro Middle School

<b><u>Minimum Project Requirements – Base Bid</u></b>		
<b><u>Coverage and density</u></b>		
Minimum of -72 dBm RSSI for high rate data applications		
Minimum of -67 dBm RSSI for possible voice applications		
Minimum <b>30 users</b> per classroom high rate data applications ( <b>See Note 1</b> )		
750+ simultaneous WiFi users campus wide		
	<b>Minimum # of Users</b>	<b>Location</b>
1.	120	Media Center
2.	100	Cafeteria
3.	50	Band Room
4.	100	Gym**
5.	100	Performing Arts Center***

#### **Required Alternate Bids**

(Permanent or portable solution)

\*\* Additional 200 users Gym

\*\*\*Additional 200 users Performing Arts Center

## 2. North Asheboro Middle School

<u>Minimum Project Requirements</u>		
<u>Coverage and density</u>		
Minimum of -72 dBm RSSI for high rate data applications		
Minimum of -67 dBm RSSI for possible voice applications		
Minimum 30 users per classroom high rate data applications ( <b>See Note 1</b> )		
750+ simultaneous WiFi users campus wide		
	<b>Minimum # of Users</b>	<b>Location</b>
6.	120	Media Center
7.	100	Cafeteria
8.	50	Band Room
9.	100	North Commons Area
10.	100	South Commons Area
11.	100	Gym**
12.	100	Performing Arts Center***

### **Required Alternate Bids**

(Permanent or portable solution)

\*\* Additional 200 users Gym

\*\*\*Additional 200 users Performing Arts Center

### **3. Five (5) Elementary Sites**

**Balfour Elementary**

**Charles W. McCrary Elementary**

**Donna L. Loflin Elementary**

**Guy B. Teachey Elementary**

**Lindley Park Elementary**

#### Coverage and density

Minimum of -72 dBm RSSI for high rate data applications

Minimum of -67 dBm RSSI for possible voice applications

Minimum 30 users per classroom high rate data applications

500+- simultaneous WiFi users campus wide

#### **Required Alternate Bid**

Additional 70 users Multi-purpose

Additional 70 users Cafeteria

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 10th day of June, 2010, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2010.

<u>REVENUE</u>		
4.4910.999	Fund Balance Appropriated	\$ 550,000.00
		<u>\$ 550,000.00</u>
 <u>EXPENDITURE</u>		
4.9132.999.522	Capital Projects - Wireless Network	\$ 550,000.00
		<u>\$ 550,000.00</u>
 Total Appropriation in Current Budget		
		\$ 1,146,038.73
Total Increase/Decrease of above amendment		
		550,000.00
Total Appropriation in Current Amended Budget		
		<u>\$ 1,696,038.73</u>

Passed by majority vote of the Board of Education of Asheboro City on the 10th day of June, 2010.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary

School/Location	Date	Event	Time
DLL	Monday, June 07, 2010	K-2 Awards	9:00am
DLL	Monday, June 07, 2010	3-5 Awards	12:15pm
LP	Monday, June 07, 2010	5th grade graduation	12:30pm
CWM	Tuesday, June 08, 2010	5th grade breakfast and celebration	8:15 breakfast; 9:15 awards
LP	Tuesday, June 08, 2010	K-4 Awards Day	K-8:15; 1-9am;2-10am;3-12pm; 4-1pm
SAMS	Tuesday, June 08, 2010	Academic Awards	9:00am
NAMS	Tuesday, June 08, 2010	Academic Awards	9:00am
BAL	Tuesday, June 08, 2010	5th grade awards	1:00pm
CWM	Wednesday, June 09, 2010	K-4 Awards Assembly	8:30am
DLL	Wednesday, June 09, 2010	5th grade graduation	9:30am
GBT	Wednesday, June 09, 2010	5th grade graduation	9:00am
SAMS	Wednesday, June 09, 2010	Athletic Awards	11:00am
AHS	Wednesday, June 09, 2010	Graduation	7:00pm
AHS/PAC	Thursday, June 10, 2010	Retirement and Service Award Breakfast	7:30am
PDC	Thursday, June 10, 2010	Board of Education Meeting	7:30pm
RC Bldg.	Monday, June 14, 2010	Budget presentation to County Commissioners	2:00pm
AHS/PAC	Monday, June 14, 2010	Community Forum - Health Care	7:00pm
RC Bldg.	Monday, June 21, 2010	County Commissioners adopt budget	6:00pm
PDC	Tuesday, June 29, 2010	Summer Board Retreat	5:30pm
PDC	Thursday, July 08, 2010	Board of Education Meeting	7:30pm
	July 12-30, 2010	Summer Academy	
PDC	Thursday, August 12, 2010	Board of Education Meeting	7:30pm
	Wednesday, August 18, 2010	Teachers Return	
AHS	Friday, August 20, 2010	Breakfast and Convocation	7:30am
AHS	Friday, August 20, 2010	AHS vs. Providence Grove (endowment game)	7:30pm
AHS Zoo School	Monday, August 23, 2010	AHS Zoo School Orientation	9:00-11:00am
All Elementary Schools	Monday, August 23, 2010	Back to School Open House	4:00-6:00pm
AHS	Monday, August 23, 2010	Grades 10-12 Open House	5:00-7:00pm

NAMS and SAMS	Monday, August 23, 2010	Grade 6 Open House	6:30-8:00pm
AHS	Tuesday, August 24, 2010	Freshman Fan Fare	9:00-11:30am
NAMS and SAMS	Tuesday, August 24, 2010	Grades 7 and 8 Open House	6:30-8:00pm
ALL	Wednesday, August 25, 2010	First Day of School	
ECDC	Thursday, August 26, 2010	Open House	5:00-7:00pm
AHS	Saturday, August 28, 2010	Parent FAN Fair	9:00am - Noon
AHS	Friday, September 03, 2010	AHS vs. Randleman	7:30pm
PDC	Thursday, September 09, 2010	Board of Education Meeting	7:30pm
AHS	Friday, September 10, 2010	AHS vs. Eastern Randolph (middle school night)	7:30pm
AHS	Friday, September 17, 2010	AHS vs. Trinity (Hall of Fame night)	7:30pm
PDC	Thursday, October 14, 2010	Board of Education Meeting	7:30pm
AHS	Friday, October 15, 2010	AHS vs. North Forsyth HS (Homecoming)	7:30pm
AHS	Friday, November 05, 2010	AHS vs. Southern Guilford (Senior Night)	7:30pm





# Points of Pride

June 10, 2010



## Student Achievements:

- 285 students in the Class of 2010
- Class of 2010 - 62 Distinguished graduates, 47 Honor graduates
- Class of 2010 - scholarships and grants earned to date \$2,338,531
- CARE graduations held across the district
- Award ceremonies held across the district
- 35 students earn scholarships to attend summer enrichment opportunities through GEAR UP

## Staff Recognitions:

- Kristen McClosky, Balfour, 2010-11 ACS Teacher of the Year
- Meredith Wolfe, DLL, Apple of Excellence
- Four teacher assistants at ECDC earn Associates degree
- 26 teachers selected for inaugural Teacher Leadership Academy

## Parent Involvement:

- Meal of Moms held at Lindley Park
- Math night held at Balfour
- Spring Flings held at Teachey and Lindley Park
- 5<sup>th</sup> grade parent night held at Lindley Park
- AVID celebrations

## Events bringing community into our schools:

- Earth Day celebrations
- Spring Flings
- Band and Chorus concerts
- NC Teaching Fellows Discovery Tour
- AHS Showcase
- "A Thousand Cranes" drama, NAMS
- Baccalaureate and graduation
- Award celebrations held across the district



# Asheboro City Schools

*...the subject is excellence*

*Office of the Superintendent*

P.O. Box 1103, Asheboro, NC 27204-1103 • 1126 S. Park St. • (336) 625-5104 • (336) 625-9238, fax

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## MEMORANDUM

To: Board of Education Members  
From: Gidget Kidd, Chairman  
Date: June 10, 2010  
Subject: Superintendent's Annual Performance Evaluation

I have attached the Superintendent Performance Evaluation instrument for you to complete according to the timeline below.

June Board Meeting	Superintendent performance evaluation forms distributed to all Board members
By June 30	Evaluation forms from Board members due; <b><i>Please return to Kathy Moore at C.O.</i></b>
By July 1	Superintendent submits self-evaluation to Gidget Kidd
By July Board meeting	Superintendent reviews progress/results of annual goals with Board members
July Board meeting	Board discusses evaluation in executive session and develops consensus report
Before August Board meeting	Superintendent and Board Chairman discuss evaluation
August Board meeting,	Board and superintendent discuss evaluation in executive session; Chairman develops final written statement that summarizes the results of the evaluation process; signed document becomes a part of superintendent's personnel file

A few reminders...

- Please review Policy 7812 (enclosed: Evaluation of Superintendent) as a reminder about the purpose of the evaluation of the superintendent.
- The final evaluation is based on two components:
  1. performance of job responsibilities in alignment with accepted performance standards
  2. progress toward annual goals
- The annual evaluation covers the 2009-10 school year.

If you should have any questions, please feel free to give me a call.

GK/km

Attachments