

**ASHEBORO CITY BOARD OF EDUCATION**  
**June 13, 2013**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**\*6:00 p.m. – Policy Committee**

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

**I. Opening**

- A. Call to Order
- B. Moment of Silence
- C. Pledge of Allegiance – Jane Redding
- \*D. Approval of Agenda

**II. Special Recognition and Presentations**

- A. – Classified Employee of the Year
- B. – Instructional Assistant of the Year

**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 9, 2013
- B. 2013-2014 Pay Dates
- C. Resolution for Other Restricted Revenue Fund
- D. Budget Amendments S-04, F-03, CO-04, CE-02, and LG-01
- E. Interim Budget
- F. Personnel

**V. Information, Reports and Recommendations**

- A. READS for Summer Learning
- B. Policies
  - Policy 3410 – Testing and Assessment Program
  - Policy 4135 – Tuition for Discretionary Admissions
  - Policy 4331 – Assaults, Threats and Harassment
  - Policy 9200 – Care and Maintenance of Facilities

**VI. Action Items**

- \*A. Policies
  - Policy 1510/4200/7270 – School Safety
  - Policy 3000 – Goals and Objectives of the Educational Program
  - Policy 3510 – Religious-Based Exemption from School Programs
  - Policy 4335 – Criminal Behavior
  - Policy 4400 – Attendance
  - Policy 5210 – Distribution and Display of Non-School Materials
- \*B. Future Plan 2013-2016
- \*C. Board Meeting Date Change from November 14, 2013, to November 21, 2013

- \*D. Personnel Recommendation – Career Status
- \*E. Graduation Guarantee
- \*F. 2013-2016 AIG Plan

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

- A. Calendar of Events
- B. Points of Pride
- C. 2012-2013 Board Goals, June Update

**VIII. Board Operations**

- A. Superintendent Evaluation Timeline
- B. Important Dates to Remember:
  - County Commissioners' Meeting – June 17, 2013, 6:00 p.m.
  - Summer Board Retreat – Tuesday, June 25, 2013, 5:30-8:30 p.m., Professional Development Center
  - Board of Education Meeting – Thursday, July 11, 2013, 7:30 p.m.

**IX. Adjournment**

Asheboro City Schools' Board of Education meetings are 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.

**ASHEBORO CITY BOARD OF EDUCATION**  
**June 13, 2013**  
**7:30 p.m.**  
**Asheboro High School**  
**Professional Development Center**

**Addendum**

**I. Opening**

**II. Special Recognition and Presentation**

- A. John Craven – Classified Employee of the Year
- B. Reid Lawrence – Instructional Assistant of the Year

**IV. \*Consent Agenda**

- F. Personnel
- G. Budget Amendment F-04
- H. Sodexo Agreement for the Summer Feeding Program

**VI. Action Items**

- \*F. 2013-2016 AIG Plan - Updated

**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.**

## **Minutes of the Asheboro City Board of Education**

**May 9, 2013**

**7:30 p.m.**

### **Policy Committee**

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

Gidget Kidd  
Phillip Cheek  
Jane Redding

Chris Yow  
Archie Priest

Committee member absent was Steve Jones.

Staff members present were: Dr. Diane Frost, Carla Freemyer, Jennifer Smith, and Dr. Drew Maerz.

The meeting was called to order at 6:00 p.m. and Dr. Maerz began review of the agenda.

- Policy 3410 – Testing and Assessment Program
  - Language added to include common exams to the section on local testing program
  - Dr. Maerz gave a quick overview of planned Spring testing
  - “in July” will be removed from Section A to allow for more flexibility during years when assessment data are delayed
  
- Policy 4135 – Tuition for Discretionary Admissions
  - Added option to have tuition pro-rated (Asheboro City Schools’ current option)
  - Cleaned up language based on North Carolina School Board’s version of policy
  - Immigration statement removed
  
- Policy 4331 – Assaults, Threats and Harassment
  - Additions made to include cyber bullying as a prohibited behavior
  - Statement added based on new legislation to protect teachers who are victims of prohibited behavior that says, “a student who assaults or injures a teacher may not return to that teacher’s classroom without the teacher’s consent.”
  
- Policy 9200 – Care and Maintenance of Facilities
  - Added section that includes notifying appropriate staff of hazards or safety issues

All policies discussed tonight will go to full board in June for 30-day review.

With no further business, the meeting was adjourned at 6:25 p.m.

### **Finance Committee**

The Finance Committee convened at 6:45 p.m. in the Professional Development Center conference room with the following board members present:

Gus Agudelo  
Jane Redding  
Dr. Kelly Harris

Kyle Lamb  
Archie Priest

Committee members absent were Joyce Harrington and Linda Cranford.

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

Mr. Blair reviewed the recent proposed North Carolina pre-kindergarten legislation.

There being no further business, the meeting adjourned at 7:00 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:

Jane Redding, Chairman	Steve Jones
Phillip Cheek	Linda Cranford
Dr. Kelly Harris	Gidget Kidd
Kyle Lamb	Chris Yow

Archie Smith, Jr., Attorney

Board members absent were Joyce Harrington and Archie Priest. Gustavo Agudelo arrived at 7:55 p.m.

Staff members present were: Dr. Diane Frost, Jennifer Smith, Carla Freemyer, Mike Mize, Harold Blair, Dr. Drew Maerz, Dr. Brad Rice, Pam Johnson, Wendy Rich, and Julie Pack.

Chairman Redding called the meeting to order and welcomed all in attendance.

Following a moment of silence led by Chairman Redding, Brandon Casillas and Drew Bullins, students at Guy B. Teachey Elementary School, led the pledge of allegiance.

Mr. Jones made a motion to approve the agenda, seconded by Mr. Lamb, and unanimously approved by the Board.

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

The Board of Education's spotlight was Guy B. Teachey Elementary School. Principal Brian Saunders introduced Ms. Hannah Lawton who shared information about the school's LEGO Robotics Club.

Superintendent Diane Frost and Chairman Redding introduced and recognized the 2013-2014 Teacher of the Year school level winners including: Elizabeth Cook, Balfour; Joel McClosky, Charles W. McCrary; Ashley Smith, Donna Lee Loflin; Caroline Rush, Lindley Park; Denise Nixon, Guy B. Teachey; Sue Shumaker, North Asheboro Middle; Thomas Snyder, South Asheboro Middle; Kathy Saunders, Asheboro High School; and Karen Smith, Early Childhood Development Center.

Carla Freemyer recognized this year's Apple of Excellence award recipient, Sadie Daniels, a math teacher at North Asheboro Middle School. The Apple of Excellence award is presented annually in special recognition of outstanding performance by a beginning teacher.

Wendy Rich presented Sharon Andrews, a fourth grade teacher at Guy B. Teachey Elementary, with a certificate recognizing her selection as Asheboro City Schools' North Carolina Council of Teachers of Mathematics Elementary Math Teacher of the Year.

Superintendent Diane Frost gave a review of the Teacher Leadership Academy, Cohort 3, for school year 2012-2013. It was a very good academy with outstanding projects from the participants. Denise Nixon and Sharon Andrews (Guy B. Teachey), Tyler Bidwell and Steve Watson (McCrary), and Kathy Saunders (Asheboro High School) shared with the Board their reflections, projects, and what they learned from participating in the Teacher Leadership Academy.

Jennifer Smith introduced Will Muse, who presented the AVID Class of 2013. Eighteen out of 18 AVID students have been accepted to either a 4-year college/university or a 2-year community college program.

#### **Public Comments**

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

Upon motion by Mr. Lamb, seconded by Mr. Agudelo, the Consent Agenda was unanimously approved by the Board.

### **Consent Agenda**

The following Consent Agenda items were approved:

*\*Approval of Minutes – March 14, 2013, and March 18, 2013*

*\*2013-2014 Career Technical Education Local Plan (A copy of the Career Technical Education Local Plan will become a part of these minutes.)*

*\*Personnel*

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Applegate	Tammy	AHS	Math
Brewer	Blake	AHS	Alternative
Bump	Luke	AHS	English
Bunch	Katie	AHS	History
Church	LeighAnne	AHS	FCS
Dillion	Jonathan	AHS	English/Journalism
Dozier	Angela	AHS	English
Ellington	Chad	AHS	Nova Academy
Faircloth	Josh	AHS	Social Studies
Gomez	Carlos	AHS	ESL
Grady	Lori	AHS	Foreign Language
Heckethorn	Ben	AHS	Social Studies
Higgs	Gayle	AHS	Guidance
Jarrell	Margeaux	AHS	English
Leonard	Travis	AHS	Technology
Lopina	Matt	AHS	Art
Parrish	David	AHS	English
Phillips	John	AHS	Math
Seabrease	Zack	AHS	Science
Silva	Zulema	AHS	Foreign Language
Thompson	Amanda	AHS	EC
Wilson	Elizabeth	AHS	Math
Winsley	Nicole	AHS	English
Worstell	James	AHS	ROTC
Bowman	John	NAMS	Science/SS
Cammareri	Hope	NAMS	ELA
Collins	Chandra	NAMS	Science
Daniels	Sadie	NAMS	Math
Gibbs	Ryan	NAMS	Social Studies
Gold	Jennifer	NAMS	ELA
Mazur	Tori	NAMS	ESL
McKinnon	Leslie	NAMS	EC
Millsaps	Natasha	NAMS	ELA
Phillips	Jennifer	NAMS	ELA
Rodriguez	Claudia	NAMS	Math
Schlatterer	Susan	NAMS	EC
Staley	Bobby	NAMS	Business
Trentacosta	Kathryn	NAMS	EC
Ward	Clyde	NAMS	Social Studies

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Donna	SAMS	ESL
Cagle	Frank	SAMS	Math
Clarett	Adriane	SAMS	AVID/SS
Costas	Zach	SAMS	ELA
Curry	Melissa	SAMS	ELA/SS
Flow	William	SAMS	ELA/SS
King	Kathleen	SAMS	Chorus
Marinucci	Rachel	SAMS	EC
McElroy	David	SAMS	Math
Mere	Cortney	SAMS	ELA
Murray	April	SAMS	Foreign Language
Toscano	Kristen	SAMS	EC
Ackland	Robin	BAL	ESL
Bartlett	Sarah	BAL	1st Grade
Coatoam	Sarah	BAL	1st Grade
Hanson	Rebekah	BAL	5th Grade
Howell	Myra	BAL	3rd Grade
Jones	Alisha	BAL	Kindergarten
Kessler	Sarah	BAL	4th Grade
Maness	Molly	BAL	1st Grade
McDonald	Melanie	BAL	1st Grade
Perkins	Sarah	BAL	1st Grade
Porreca	Laura	BAL	EC
Przybylowski	Mary Jo	BAL	2nd Grade
Race	Michelle	BAL	2nd Grade
Skoglund	Melissa	BAL	EC
Speer	Jennifer	BAL	2nd Grade
Stepp	Lauren	BAL	Kindergarten
Watson	Toshia	BAL	Kindergarten
Yates	Andrea	BAL	Speech
Andrews	Laura	CWM	5th Grade
Barnhouse	Wesley	CWM	Art
Biaggi	Emmi	CWM	ESL
Dawalt	Keisha	CWM	Kindergarten
Eidy	Julie	CWM	3rd Grade
Hardin	Kristen	CWM	1st Grade
Henderson	Katie	CWM	5th Grade
Sandt	Celes	CWM	4th Grade
Smith	Laura	CWM	4th Grade
Dodson	Bailey	DLL	5th Grade
Feary	Colleen	DLL	Kindergarten
Gavin	Roberta	DLL	Media
Grady	Natalie	DLL	2nd Grade
Gravett	Jaclyn	DLL	1st Grade
Joyce	Meghan	DLL	2nd Grade
Kern	Ella	DLL	4th Grade
Lee	Summer	DLL	Kindergarten
Lyons	DeAnna	DLL	2nd Grade
Moody	Kailey	DLL	EC
Nguyen	Maylin	DLL	ESL

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Poston	Kristina	DLL	2nd Grade
Shaw	Stephanie	DLL	5th Grade
Singleton	Megan	DLL	4th Grade
Wilhelm	Michael	DLL	4th Grade
Lawton	Hannah	GBT	4th Grade
Lloyd	Shelby	GBT	2nd Grade
Mitchell	Rachael	GBT	1st Grade
Peterson	Katie	GBT	2nd Grade
Ralph	Amy	GBT	Technology
Roth	Brittany	GBT	5th Grade
Runnfeldt	Valerie	GBT	2nd Grade
Westbrook	Jeannie	GBT	4th Grade
Allred	Kristi	LP	Kindergarten
Aguero	Carolina	LP	ESL
Brown	Jessica	LP	1st Grade
Johnson	Ebony	LP	4th Grade
Moore	Sarah	LP	Kindergarten
Neal	Heather	LP	ESL
Ross	Samantha	LP	2nd Grade
Scotton	Katie	LP	Kindergarten
Stutzman	April	LP	Psychologist
White	Elizabeth	LP	ESL
Ivan	Joy	ECDC	Pre-Kindergarten
Lawrence-Smith	Venise	ECDC	Pre-Kindergarten
Prohoniak	Melanie	ECDC/GBT	Pre-Kindergarten
Watts	Amber	ECDC/CWM	Pre-Kindergarten

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

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Hurley	Lori	AHS	FCS
Knight	Marchelle	AHS	ESL
Robbins	Jennifer	AHS	Health Sciences
Berrier	Angie	NAMS	Guidance
Groseclose	Graham	NAMS	Science
Roman	Josie	NAMS	Foreign Language
Dawson	Julia	SAMS	Media
Kemp	Caroline	CWM	Reading
Faircloth	Nicole	GBT	4th Grade

**Resignations/Retirements/Separations**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allred	Kari	BAL/NAMS	ESL	6/11/13
Cranford	Cindy	SAMS	Secretary	4/17/2013
Dryer	Emily	GBT	5th Grade	6/12/2013
Espada	Michelle	CWM	ESL	6/11/2013
Ficquette	Sherry	GBT	Assistant Principal	6/14/2013
Foster	Missy	DLL	Instructional Facilitator	6/11/2013
Golding	Melanie	BAL	5th Grade	6/11/2013
Groseclose	Terry	SAMS	English/Language Arts	6/30/2013
Henderson	Donna	AHS	Math	6/11/2013
Henderson	Lisa	NAMS	Instructional Assistant	4/11/2013
Matthews	Teresa	SAMS	Technology	6/11/2013

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Millikan	Marianne	NAMS	Family Cons. Science	6/30/2013
Murray	Brittany	GBT	1st Grade	6/12/2013
Pickett	Allison	SAMS	Exceptional Children	6/11/2013
Soja	Heather	AHS	Science	6/11/2013
Stefan	ReAnn	DLL	5th Grade	6/11/2013
Thekkekandam	Katie	LP	4th Grade	6/11/2013
Yorkus	Sharon	BAL	Exceptional Children	5/10/2013
Yorkus	Stephen	BAL	5th Grade	5/10/2013
Watson	Cindy	BAL	Music	6/30/13

### **Appointments**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Wise	Allison	BAL	Music	8/19/2013
Delgado	Izamar		Substitute (\$70)	5/2/2013
Jackson	Amanda		Substitute (\$70)	5/1/2013
Ladd	Victoria		Substitute (\$70)	5/1/2013
LeRoy	Kris		Substitute (\$70)	4/29/2013
Letkiewiez	Nitasha		Substitute (\$70)	5/1/2013
Lucas	Angela		Substitute (\$70)	5/1/2013
Szabo	Emily		Substitute (\$70)	5/1/2013
Thomas	Dave		Substitute (\$70)	5/1/2013
Trogon	Ronald		Substitute (\$70)	5/1/2013

### **Leaves of Absence**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Allred	Melissa	GBT	Reading	7/1/13-6/30/14
Evans	Ann	AHS	Math	7/1/13-6/30/15
Owens	Yajaria	AHS	Guidance	7/1/13-6/30/14
Zehmer	Brooke	LP	Asst. Principal	5/13/13-6/7/13

### **Administrative Contracts**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Brady	Julie	CWM	Principal	7/1/13-6/30/17
McHenry	Rhonda	CWM	Asst. Principal	7/1/13-6/30/17
Moss	Jeff	SAMS	Asst. Principal	7/1/13-6/30/17
Saunders	Brian	GBT	Principal	7/1/13-6/30/17

### **Transfers**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOLS</b>	<b>SUBJECT</b>	<b>EFFECTIVE</b>
Rush	Caroline	LP	4th Grade to Reading Specialist	8/19/2013
Hanson	Rebecca	BAL	5th Grade to ESL	8/19/2013

### **Information, Reports and Recommendations**

Carla Freemyer, Director of Human Resources, informed board members teachers eligible for Career Status were being presented for consideration with final approval being requested at the June meeting.

### **Teachers eligible for Career Status Consideration**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allmon	Terry	AHS	EC
Byrum	Ellen	AHS	Marketing
Evans	Ann	AHS	Math
Owens	Jonathan	AHS	EC

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Renne	Michael	AHS	Technology
Reynolds	Amy	AHS	FCS
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ernst	Brad	NAMS	Science
Wolfe	Meredith	NAMS	ELA
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Barnhouse	Melissa	SAMS	EC
Cope	Jaimie	SAMS	Art
Hall	Haven	SAMS	Biotechnology
Popp	Laura	SAMS	ELA
Runnfeldt	Kristen	SAMS	Math
Wright	Lee	SAMS	Science
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cook	Elizabeth	BAL	Kindergarten
Larson	Matt	BAL	PE
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Espada	Michelle	CWM	ESL
Payne	Laura	CWM	Music
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cabiness	Donna	DLL	Guidance
Petersen	Sharon	DLL	5th Grade
Ray	Crystal	DLL	Kindergarten
Carr	Heather	DLL	3rd Grade
Smith	Ashley	DLL	1st Grade
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Leonard	Debbie	ECDC	Pre-Kindergarten
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Margaret	GBT	Kindergarten
Davin	Misty	GBT	3rd Grade
Deaton	Amanda	GBT	4th Grade
Johnson	Brandi	GBT	3rd Grade
Nixon	Denise	GBT	3rd Grade
Wells	Stephanie	GBT	Art
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Harris	Sheri	LP	3rd Grade
Hinch	Thomas	LP	2nd Grade
Kearns	Beth	LP	5th Grade
Rush	Caroline	LP	4th Grade

Co-chairs of the Strategic Planning Committee, Beth and Cranford Knott, provided information gathered with community input on Asheboro City Schools' 2013-2016 Future Plan. Asheboro City Schools' five goals will be 1) Asheboro City Schools' teachers will engage each student; 2) Asheboro City Schools will develop and implement a comprehensive assessment system; 3) Each Asheboro City School will improve achievement for all students while closing achievement gaps; 4) Asheboro City Schools will create opportunities for parents, community and business leaders to support student achievement and outcomes for student success; and 5) Asheboro City Schools will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district's strategic goals and outcomes for student success. The Board will take action on the proposal at its June 13th meeting.

Jennifer Smith reviewed the midterm report outlining progress in meeting the recommendations from our 2011 AdvancEd (SACS/CASI) district accreditation.

Dr. Drew Maerz presented, for 30-day review, the following policies:

- Policy 1510/4200/7270 – School Safety
- Policy 3000 – Goals and Objectives of the Educational Program
- Policy 3510 – Religious-Based Exemption from School Programs
- Policy 4335 – Criminal Behavior
- Policy 4400 – Attendance
- Policy 5210 – Distribution and Display of Non-School Materials

Elizabeth Johnson shared information on the statewide “Give Five - Read Five” campaign that Asheboro City Schools is participating in during May. This initiative is to collect new or gently-used books to distribute to students in K-5 on the last day of school to prevent summer reading loss.

### **Action Items**

Following a 30-day review, a motion was made by Mr. Lamb and seconded by Dr. Harris to approve the following policies:

- Policy 3405 – Students At-Risk of Academic Failure (Revisit)
- Policy 5120 – Relationship with Law Enforcement
- Policy 6220 – Operation of Student Food Services
- Policy 6420 – Contracts with the Board
- Policy 7120 – Employee Health Certification
- Policy 7510 – Leave

The Board unanimously approved to accept the policies as presented. (A copy of the policies will become a part of these minutes.)

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

Carla Freemyer shared the Calendar of Events highlighting the following dates: Teacher of the Year Banquet, May 22; Senior Awards Day, May 24; County Commissioners' Meeting, May 28; Senior Awards Night, May 28; Senior Board Night, May 29; and the Retirement and Service Recognition Breakfast, June 10, at 7:30 a.m.

Ms. Freemyer reviewed the latest edition of *Points of Pride* highlighting several student and staff recognitions.

Superintendent Frost presented an update on the 2012-2013 Asheboro City Schools' Strategic Plan goals.

### **Board Operations**

Steve Jones, Jane Redding, Gustavo Agudelo, Dr. Kelly Harris, and Superintendent Frost shared information on sessions they attended at the National School Boards Annual Conference held April 12-16, 2013.

Chairman Redding reminded members of the Board of the following important dates:

- Teacher Appreciation Week - May 6-10, 2013
- Teacher of the Year Banquet - May 22, 2013, 6:00 p.m., Pinewood Country Club
- Budget Presentation to County Commissioners - May 28, 2013, 6:00 p.m.

- Senior Awards Night - May 28, 2013, 7:00 p.m.
- Baccalaureate - June 2, 2013, 7:00 p.m.
- Graduation - June 7, 2013, 7:00 p.m.
- Summer Board Retreat - June 25, 2013, 5:30-8:30 p.m., Professional Development Center

**Adjournment**

There being no further business, a motion was made by Mr. Lamb, seconded by Mr. Cheek, and unanimously approved by the Board to adjourn. The meeting adjourned at 9:32 p.m.

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Chairman

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Secretary

# ASHEBORO CITY SCHOOLS

2013-2014

## SCHEDULED PAY DATES

<b>MID-MONTH PAYROLL</b> (10 Month hourly employees)	<b>END OF MONTH PAYROLL</b> (All employees except 10 month hourly.)
July 12	July 31
August 13	August 30
September 13	September 30
October 11	October 31
November 13	November 27
December 13	December 31
January 13	January 31
February 13	February 28
March 13	March 31
April 11	April 30
May 13	May 30
June 13	June 27

## Asheboro City Board of Education

### Resolution to Define Intended Use of the Other Restricted Revenue Fund (Fund 8)

**Whereas**, G.S. 115C-426(c) authorizes the use of other funds to account for reimbursements, including indirect costs, fees for actual costs, tuition, sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2), sales tax refunds, gifts and grants restricted as to use, trust funds, federal appropriations made directly to local school administrative units, funds received for prekindergarten programs, and special programs.

**Whereas**, the NC Public Schools Uniform Chart of Accounts establishes Fund 8 for use in accounting for these segregated moneys restricted or committed to expenditure for specific purposes; and

**Whereas**, Asheboro City Schools has used Fund 8 to properly account for these revenue sources since the general statutes authorized its use effective 7/1/2010;

**Therefore**, the following revenue sources are accounted for in Fund 8 by Asheboro City Schools:

- **Grant Funds Restricted as to Use** – These must be budgeted in accordance with the intended purpose specified in the grant.
- **Gifts/Donations Restricted by the Donor** – These must be budgeted in accordance with the intended purpose specified by the donor.
- **Reimbursements Committed by the Board of Education to Purpose as follows:**

<b>Indirect Cost</b>	6530 – Public Utilities and Energy
<b>Sales Tax Refunds</b> ( <i>excluding those related to capital outlay projects or restricted by federal or state programs</i> )	6530 – Public Utilities and Energy
<b>ROTC Reimbursements</b>	5110 – ROTC Instructional Programs
<b>Medicaid Administrative Outreach Program</b>	5840 – Health Support Service (School Nurses)
<b>Medicaid Direct Services Reimbursement Program</b>	52xx - Children with Disabilities Curricular Services 62xx – Special Populations Support Services 5840 – Health Support Services

- **Fees Committed by the Board of Education to Purpose as follows:**

<b>Facility Use Fees</b>	6530 - Public Utilities and Energy
<b>Tuition</b>	5110 - Regular Curricular Services
<b>E-rate</b>	6510 – Communication Services
<b>Developmental Day Fees</b> ( <i>received from other districts</i> )	5230 - Pre-K Children with Disabilities Services

Budget Amendment  
 Asheboro City Schools Administrative Unit  
 State Public School Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

1.3100.000	State Allocation	\$ <u>7,612.00</u>
		\$ <u><u>7,612.00</u></u>

EXPENDITURE

1.5400.003	School Leadership - Office Support	\$ 2,163.00
1.5110.012	Regular Instruction - Driver Training	680.00
1.6400.015	Technology Support - School Technology Fund	354.00
1.5110.025	Regular Instruction - Indian Gaming Fund	<u>4,415.00</u>
		\$ <u><u>7,612.00</u></u>

Total Appropriation in Current Budget	\$ 27,462,861.00
Total Increase/Decrease of above amendment	<u>7,612.00</u>
Total Appropriation in Current Amended Budget	\$ <u><u>27,470,473.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

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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 13th day of June, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

Revenue

3.3600.050	Title I	11,672.00
3.3600.103	Improving Teacher Quality	2,170.64
3.3600.119	IDEA-Preschool Part B Targeted Assistance	1,145.00
		\$ 14,987.64

Expenditure

3.5330.050	Remedial and Supplemental K-12 Services	11,672.00
3.5110.103	Regular Curricular Services	2,170.64
3.5230.119	Pre-K Children w/ Disabilities Curricular Services	1,145.00
		\$ 14,987.64

Total Appropriation in Current Budget	\$ 5,681,935.60
Total Increase/Decrease of above amendment	14,987.64
	\$ 5,696,923.24

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

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Chairman, Board of Education

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Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Capital Outlay Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2013 passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

	\$ -
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EXPENDITURE

4.9125.999.529.840.000.40	Early Childhood Development Center - Construction	\$ (40,000.00)
4.9225.999.461.840.000.40	Early Childhood Development Center - Equipment	40,000.00

	\$ -
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Total Appropriation in Current Budget	\$ 3,657,805.83
Total Increase/Decrease of above amendment	-
Total Appropriation in Current Amended Budget	\$ 3,657,805.83

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

\_\_\_\_\_  
Chairman, Board of Education

\_\_\_\_\_  
Secretary

Budget Amendment  
Asheboro City Schools Administrative Unit  
Current Expense Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

REVENUE

2.4490.000	Misc Local Revenues	\$	85,000.00
2.4910.000	Fund Balance Appropriated		<u>(400,000.00)</u>
		\$	<u><u>(315,000.00)</u></u>

EXPENDITURE

2.5110.001.121	Regular Instruction-Teachers	\$	185,000.00
2.6530.802	Utilities		<u>(500,000.00)</u>
		\$	<u><u>(315,000.00)</u></u>

Total Appropriation in Current Budget	\$	8,176,320.00
Total Increase/Decrease of above amendment		<u>(315,000.00)</u>
Total Appropriation in Current Amended Budget	\$	<u><u>7,861,320.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

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Chairman, Board of Education

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Secretary

Budget Amendment  
 Asheboro City Schools Administrative Unit  
 Local Grant Fund

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

<u>REVENUE</u>		
8.4490.000	Misc Local Revenues	\$ (85,000.00)
8.4910.000	Fund Balance Appropriated	<u>585,000.00</u>
		\$ <u><u>500,000.00</u></u>
 <u>EXPENDITURE</u>		
8.6530.802	Utilities	\$ <u>500,000.00</u>
		\$ <u><u>500,000.00</u></u>
 Total Appropriation in Local Grant Fund		 \$ 2,020,200.00
Total Increase/Decrease of above amendment		<u>500,000.00</u>
Total Appropriation in Current Amended Budget		\$ <u><u>2,520,200.00</u></u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

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 Chairman, Board of Education

\_\_\_\_\_  
 Secretary

## **Asheboro City Schools 2013 - 2014 Interim Budget**

The Board approved the 2013-2014 budget request which was submitted to the Randolph County Board of Commissioners.

In accordance with G.S.115C-434, we recommend that the Board approve an amount equal to the 2012-2013 ending budget as an Interim Budget for 2013-2014.

**Asheboro City Schools  
Personnel Transactions  
6/13/2013**

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

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Burden David	LP	5th Grade	6/11/2013
Chilton Zachary	AHS	Instructional Assistant	7/20/2013
Coatman Sarah	BAL	1st Grade	6/11/2013
Henderson Chuck	AHS	PE/Coach	6/30/2013
Lloyd Shelby	GBT	2nd Grade	6/11/2013
Maness Molly	BAL	1st Grade	6/11/2013
Moody Kailey	DLL	Exceptional Children	6/11/2013
Rembert Charles	SAMS	Social Studies/PE	6/11/2013
Schlatterer Sharon	NAMS	Exceptional Children	6/30/2013
Stepp Lauren	BAL	Kindergarten	6/11/2013

**\*B. APPOINTMENTS**

<b><u>NAME</u></b>	<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Abercrombie Carlie	NAMS	English/Language Arts	8/19/2013
Beck Ilena	BAL	Kindergarten	8/19/2013
Cagle Amy	AHS	English	8/19/2013
Caviness Amelia	CWM	K-5/TBD	8/19/2013
Chase Leah	LP	Kindergarten	8/19/2013
Deaton Jodi	AHS	Guidance	8/19/2013
Delgado Izamar	BAL	5 Grade	8/19/2013
Dye Kari	BAL	5th Grade	8/19/2013
Farnham Millie	BAL	Kindergarten	8/19/2013
Gareau Monique	BAL/NAMS	English as a Second Language	8/19/2013
Grantham Jessica	BAL	4th Grade	8/19/2013
Hill Donna	SAMS	Secretary	6/10/2013
Hutton Ashley	CWM	1st Grade	8/19/2013
Jackson Amanda	BAL	Exceptional Children	8/19/2013
Kelley Katherine	AHS	Mathematics	8/19/2013
Lamb Kerri	SAMS	English/Language Arts	8/19/2013
Leshner Stacie	BAL	1st Grade	8/19/2013
Lowe Anna	AHS	Exceptional Children	8/19/2013
Marsh Michelle	NAMS	English/Language Arts	8/19/2013
Morton Joseph	AHS	Technology Education	8/19/2013
Murray Brittany	GBT	1st Grade	8/19/2013
Nye Mallory	LP	4th Grade	8/19/2013
Peters Nicole	AHS	Science	8/19/2013
Shelton Nicole	BAL	1st Grade	8/19/2013
Stevenson Matthew	AHS	Drafting/Technology Ed	8/19/2013

Szabo	Emily	SAMS	Exceptional Children	8/19/2013
Tuttle	Charlotte	ECDC	Custodian	6/5/2013
Williard	Brooke	BAL	4th Grade	8/19/2013

**\*C. ADMINISTRATIVE CONTRACTS**

<b><u>NAME</u></b>		<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Craver	Nathan	CO	Director of Technology & Innovation	7/17/2013 - 6/30/2017
Day	Amy	GBT	Assistant Principal	7/1/2013 - 6/30/2015
Rice	Brad	CO	Assistant Superintendent Support Services	6/1/2013 - 6/30/2015
Smith	Jennifer	CO	Assistant Superintendent C&I	7/1/2013 - 6/30/2015

**\*D. TRANSFERS**

<b><u>NAME</u></b>		<b><u>SCHOOL</u></b>	<b><u>SUBJECT</u></b>	<b><u>EFFECTIVE</u></b>
Andrews	Sharon	GBT	3rd Grade to Instructional Facilitator	8/19/2013
Barnhouse	Melissa	SAMS to SAMS/NAMS	EC Program Facilitator	8/19/2013
Popp	Laura	SAMS to DLL	Instructional Facilitator	8/19/2013
Tucker	Hoyt	ECDC to DLL	Custodian	5/28/2013
White	Elizabeth	LP to CWM	English as a Second Language	8/19/2013
Wisnaski	Sheena	LP	4th Grade to Instructional Facilitator	8/19/2013
Wolfe	Meredith	NAMS	Social Studies to Literacy Coach	8/19/2013
Worcester	Kyle	DLL to BAL/ECDC	PT to FT Custodian	5/28/2013

**Asheboro City Schools  
Personnel Transactions - Addendum  
6/13/2013**

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

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Hynd	Leslie	BAL	3rd Grade	6/11/2013
Kessler	Sarah	BAL	3rd Grade	6/11/2013

**\*B. APPOINTMENTS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Faircloth	Kristen	DLL	Physical Education	8/19/2013
Macaulay	Carolyn	SAMS	Social Studies	8/19/2013
Pocock	Mary	BAL	3rd Grade	8/19/2013
Underwood	Dana	DLL	Exceptional Children	8/19/2013
Watson	Christopher	AHS	LT/ST Intervention Coordinator	8/19/2013

**\*D. TRANSFERS**

<u>NAME</u>		<u>SCHOOL</u>	<u>SUBJECT</u>	<u>EFFECTIVE</u>
Brewer	Blake	AHS	from LTIP/STIP Coordinator to PE	8/19/2013
Rosencrans	Erica	DLL	PreK to Kindergarten	8/19/2013
Santiano	Jennie	GBT to LP	K-5 position/TBD	8/19/2013

**Asheboro City Schools  
Certified Appointments  
June 13, 2013**

<u>NAME</u>	<u>COLLEGE/DEGREE</u>	<u>LICENSURE</u>
<b>Abercrombie, Carlie</b>	UNC- Chapel Hill Middle Grades Education	Language Arts (6-9) Social Studies (6-9)

Mrs. Abercrombie is recommended to teach Language Arts at North Asheboro Middle School for the coming school year. An NC Teaching Fellow, Mrs. Abercrombie brings six years of teaching experience to our district, three in Union County Schools, and the past three in Durham Public Schools. Mrs. Abercrombie's strong literacy background will be an asset to North Asheboro Middle School. We welcome her to Asheboro City Schools.

<b>Beck, Ilena</b>	UNC-Greensboro B.S. in Elementary Education	Elementary
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Mrs. Beck is from Trinity, NC and is recommended to teach Kindergarten at Balfour School. Mrs. Beck is an active parent who found through her involvement at her children's school and later substitute teaching in Randolph County Schools that she loved being in the classroom helping students learn. She returned to school to earn her degree in Elementary Education. We welcome Mrs. Beck to Asheboro City Schools.

<b>Cagle, Amy</b>	UNC-Charlotte B.A. in English Education	English
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Amy Murphy Cagle is recommended to teach English at Asheboro High School. Mrs. Cagle has spent the last three years teaching English and Developmental Reading at Randolph Community College. Prior to teaching at RCC, she taught English II at Central Davidson High School. Mrs. Cagle is very excited to join the team at Asheboro High School.

<b>Caviness, Amelia</b>	UNC – Greensboro B.S. in Elementary Education Concentration: English	Elementary
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A North Carolina Teaching Fellow, Ms. Caviness is recommended to teach at Charles W. McCrary in the fall. Ms. Caviness completed her student teaching in the 4<sup>th</sup> grade at Piney Grove Elementary in Kernersville. Originally from Robbins, Ms. Caviness is excited to start her teaching career close to home.

**Chase, Leah**

UNC-Greensboro  
B.S. in Elementary Education

Elementary

Originally from Eden, NC, we are pleased to recommend Ms. Chase to teach Kindergarten at Lindley Park School. Ms. Chase completed her student teaching at Northwood Elementary in Kindergarten. Ms. Chase is eager to begin her teaching career at Lindley Park School. We welcome her to the Asheboro City Schools family.

**Deaton, Jodi**

UNC-Greensboro  
B.A. in English Education  
Appalachian State University  
M.A. Professional School Counseling

English  
Guidance (K-12)

Ms. Jodi Deaton is recommended as a Guidance Counselor at Asheboro High School. Ms. Deaton taught English for four years at Southern Guilford High School before returning to school to earn her Master's degree in School Counseling. She most recently completed her counseling internship at Southeast Middle School in Greensboro. We welcome Ms. Deaton to Asheboro City Schools.

**Delgado, Izamar**

UNC – Greensboro  
B.S. in Elementary Education  
and Special Education

Elementary  
Special Education (K-12)

We are pleased to welcome Ms. Delgado to Asheboro City Schools family. Ms. Delgado completed her student teaching at Balfour School, along with internships at Loflin and South Asheboro Middle School. She is fluent in English and Spanish in addition to earning dual certification in elementary education and special education. Ms. Delgado is recommended to teach 5<sup>th</sup> grade at Balfour School.

**Dye, Kari**

Edinboro University of Pennsylvania  
B.A. Elementary Education

Elementary Education  
Pre-K/K Add On

An experienced educator from Guilford County Schools, Mrs. Dye is recommended to teach 5<sup>th</sup> Grade at Balfour School. Mrs. Dye has experience teaching grades 3 and 5 and Kindergarten. Mrs. Dye is excited to relocate to a school closer to her home in Sophia and believes Balfour is a great fit. Welcome Kari Dye!

**Farnham, Millie**

North Greenville University  
B.A. in Early Childhood Education

Pre-K/Elementary

Millie Farnham is recommended to teach Kindergarten at Balfour School in the fall. Ms. Farnham completed her student teaching at Woodland Elementary in Kindergarten, along with clinical hours at O.P Earle Elementary and Inman Elementary, all in the Greenville, SC area. She will be relocating to Asheboro over the summer. We welcome Ms. Farnham to Asheboro.

**Gareau, Monique**

UNC-Chapel Hill

Elementary

B.A., Elementary Education

ESL

M.A.T., English as a Second Language

Ms. Monique Gareau is recommended to teach English as a Second Language at Balfour and North Asheboro Middle School for the 2013-2014 school year. A North Carolina Teaching Fellow, Ms. Gareau completed her student teaching experiences in the Chapel Hill-Carrboro City Schools. Originally from Swansboro, North Carolina, we are pleased to welcome Ms. Gareau to Asheboro.

**Grantham, Jessica**

Pfeiffer University

Elementary

B.S. in Elementary Education

Mrs. Jessica Grantham is recommended to teach 4<sup>th</sup> grade at Balfour School. Mrs. Grantham has completed internship hours and student teaching at Balfour, where she is also completing a long-term substitute assignment. As an Asheboro Blue Comet, she is excited to begin her teaching career with Asheboro City Schools.

**Hutton, Ashley**

UNC-Greensboro

Elementary

B.S. in Elementary Education

We are pleased to recommend Ashley Hutton to teach 1<sup>st</sup> grade at Charles W. McCrary School. A native of Asheboro and a Blue Comet, Mrs. Hutton completed many of her internship hours and her student teaching at McCrary. Mrs. Hutton is excited to return home to McCrary where she attended as a child.

**Jackson, Amanda**

UNC-Greensboro

Elementary

B.S. in Elementary Education

K-12 General Curriculum

B.S. in Special Education

Ms. Amanda Jackson is recommended to teach Exceptional Children at Balfour School. Originally from Lexington, NC, she is excited to begin her teaching career with Asheboro City Schools. She completed her student teaching at Balfour School and will be a welcome addition to the school family.

**Kelley, Katherine**

Appalachian State University

Mathematics (9-12)

B.S. in Secondary Math Education

Ms. Katherine Kelley is recommended to teach mathematics at Asheboro High School. A veteran teacher, she most recently taught math at Randolph Early College, and taught mathematics for several years at Terry Sanford High School. We are pleased to welcome Ms. Kelley to the ACS family.

**Lamb, Kerri**

UNC-Chapel Hill  
B.A. in English  
Greensboro College  
Piedmont Alternative Licensure Program

English (9-12)  
Language Arts (6-9)

Ms. Kerri Lamb is recommended to teach English/Language Arts at South Asheboro Middle School. Ms. Lamb is a veteran, national board certified teacher returning home to Asheboro. Most recently she taught high school English at Dalton L. McMichael High School, and spent ten years teaching English Language Arts at North Asheboro Middle School. While at North Asheboro Middle School, Ms. Lamb also served as the AVID Site Team Coordinator. Welcome home Ms. Lamb.

**Lesher, Stacie**

Baldwin Wallace University  
B.S. in Early Childhood Education

Early Childhood (K-4)

Ms. Stacie Lesher is recommended to teach 1<sup>st</sup> grade at Balfour School. Ms. Lesher completed her student teaching in Kindergarten at Balfour and is eager to return to Asheboro. She spent additional internship hours at Streetsboro City Schools and Royal Redeemer Lutheran School in Ohio. We welcome Ms. Lesher back to Asheboro.

**Lowe, Anna**

High Point University  
B.A. in Special Education

Exceptional Children

Mrs. Anna Lowe is recommended to teach Exceptional Children at Asheboro High School. A veteran educator, Mrs. Lowe taught at Balfour School for eight years before moving to Randolph County Schools. We are pleased to welcome Mrs. Lowe back to Asheboro City Schools.

**Marsh, Michelle**

East Carolina University  
B. S. Elementary Education

Elementary  
Reading Specialist

We are pleased to welcome Ms. Marsh back to Asheboro City Schools and recommend her to teach 6<sup>th</sup> grade English/Language Arts at North Asheboro Middle School. Ms. Marsh was an Instructional Assistant at Donne Lee Loflin and completed her student teaching at Lindley Park. She presently teaches reading at North East Guilford Middle School and is excited to return home to continue her teaching career.

**Morton, Joseph**

Guilford College  
B.S. Computer Information Systems  
UNC-Greensboro  
B.A. Psychology

Technology

Joseph Morton is recommended to teach Technology Education at Asheboro High School. A native of Asheboro and a Blue Comet, Mr. Morton served in the US Army as a Field Artillery Automated Tactical Data Systems Specialist. We are pleased to have Mr. Morton return to Asheboro and begin his teaching career with Asheboro City Schools.

**Murray, Brittany**

Catawba College  
B.S. in Elementary Education

Elementary

Brittany Murray is recommended to teach 1<sup>st</sup> grade at Guy B. Teachey. Ms. Murray is a native of Asheboro and is excited to teach for Asheboro City Schools. She completed her student teaching at Millbridge Elementary School, and most recently filled a mid-year vacancy at Teachey in first grade. We welcome Ms. Murray to the Asheboro City Schools family.

**Nye, Mallory**

UNC-Greensboro  
B.S. in Elementary Education

Elementary

A North Carolina Teaching Fellow, we are pleased to recommend Mallory Nye to teach 4<sup>th</sup> grade at Lindley Park School. Ms. Nye is from Claremont, NC and completed her student teaching at Pilot Elementary School in the 4<sup>th</sup> grade. Ms. Nye is excited to begin her teaching career with Asheboro City Schools and Lindley Park. Welcome Ms. Nye.

**Peters, Nicole**

Augustana College  
B.S. Biology

Science (9-12)  
MG Science (6-9)

A veteran science teacher, Ms. Peters, is recommended to teach science at Asheboro High School. She is completing her seventh year teaching science, currently at Granville Central High School. Prior to teaching at the high school level, she taught 8<sup>th</sup> grade science. Ms. Peters is looking forward to relocating to the Asheboro area. Welcome Ms. Peters.

**Shelton, Nicole**

East Carolina University  
B.S. in Elementary Education

Elementary

Ms. Nicole Shelton is recommended to teach 1<sup>st</sup> grade at Balfour. Ms. Shelton completed her student teaching at Wahl Coates Elementary School and is trained in Read 3D, Guided Reading and mClass Literacy Assessment. We are pleased to welcome Ms. Shelton to Asheboro City Schools.

**Stevenson, Matthew**

NC State University  
B.S. in Technology Education

Technology

Mr. Stevenson is recommended to teach Drafting and Technology Education at Asheboro High School. As a North Carolina Teaching Fellow and is coming to us from Central Cabarrus High School where he teaches STEM Academy Technology and Robotics. He also spent a year teaching Technology Education at Havelock High School in Craven County. Welcome Mr. Stevenson.

**Szabo, Emily**

Baldwin Wallace University  
B.S. in Education  
Mild/Moderate Education

Exceptional Children

Ms. Emily Szabo is recommended to teach Exceptional Children at South Asheboro Middle School. Ms. Szabo completed her student teaching with Asheboro City Schools, splitting her assignment at Balfour School and South Asheboro Middle School. Relocating to Asheboro for her student teaching, Ms. Szabo loves the area and is excited to have the opportunity to begin her teaching career in Asheboro.

**Willard, Brooke**

UNC-Greensboro  
B.S. Elementary Education  
B.S. Special Education

Elementary  
Special Education (K-12)

Ms. Brooke Willard is recommended to teach 4<sup>th</sup> grade at Balfour School. Ms. Willard completed her student teaching at Balfour, along with one of her internship placements. Originally from Lexington, Ms. Willard is excited to begin her teaching career with Asheboro City Schools.

**Asheboro City Schools  
Administrative Contracts  
June 13, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
Craver, Nathan	North Carolina State University B.S. in Mathematics Education Western Carolina University M.A. in School Administration	Mathematics Principal

We are pleased to recommend Mr. Nathan Craver for the position of Director of Technology and Innovation. Mr. Craver comes to us from Lexington City Schools where he has served as the Director of Technology since January 2011. Mr. Craver is experienced in the Common Core, and has implemented a number of technology initiatives, along with technology professional development. He was instrumental to Lexington City's 1 to 1 implementation and brings a wealth of knowledge to Asheboro City Schools. He is currently working on his Certified Educational Chief Technology Officer certification and expects to complete by the end of 2013. We welcome Mr. Craver to Asheboro City Schools.

Day, Amy	UNC-Greensboro B.S. in Early Childhood Education PTLA Leadership Academy M.S.A. Educational Leadership	Elementary Principal
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Amy Walsh Day is recommended as the Assistant Principal for Guy B. Teachey School. Ms. Day is a veteran educator from Guilford County Schools where she spent eighteen years in the classroom teaching second and third grades, and seven years as a Reading Recovery teacher. This past year Ms. Day has served as the Curriculum Facilitator at Reedy Fork Elementary. Ms. Day graduated from the first Piedmont Triad Leadership Academy (PTLA) co-hort and will complete her M.S.A. in July 2013. We are excited to welcome Ms. Day to the Asheboro City Schools family.

**Asheboro City Schools  
Certified Appointments - Addendum  
June 13, 2013**

<b><u>NAME</u></b>	<b><u>COLLEGE/DEGREE</u></b>	<b><u>LICENSURE</u></b>
<b>Faircloth, Kristen</b>	UNC-Greensboro B.S. in Health and Human Performance	Physical Education (K-12)

Ms. Kristen Faircloth is recommended to teach Physical Education at Donna Lee Loflin School. Ms. Faircloth is a native of Randolph County and graduated from Asheboro High School. She attended UNC-G and completed her student teaching in Guilford County at Jefferson Elementary School and Southwest Guilford Middle School. We are pleased to welcome Ms. Faircloth to Asheboro City Schools.

<b>Macaulay, Carolyn</b>	Elon University B.S. in Middle Grades Education	Middle Grades Social Studies
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Ms. Carolyn Macaulay is recommended to teach 6<sup>th</sup> grade Social Studies at South Asheboro Middle School. Originally from Weems, Virginia, Ms. Macaulay has family in Asheboro and is excited to have the opportunity to continue to live in North Carolina. Ms. Macaulay completed her student teaching at Western Alamance Middle School. Ms. Macaulay is eager to begin her teaching career with Asheboro City Schools.

<b>Pocock, Mary</b>	Pfeiffer University B.A. Elementary Education	Elementary
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Mrs. Mary Pocock is recommended to teach 3<sup>rd</sup> grade at Balfour School. Mrs. Pocock completed her student teaching at Balfour in the fall of 2012, followed by a long-term substitute assignment in 3<sup>rd</sup> grade this past spring. Mrs. Pocock is a Randolph County native and we are pleased to have her join the Asheboro City Schools family.

<b>Underwood, Dana</b>	Greensboro College B.S. in Psychology George Washington University M: Early Childhood Special Education	Birth-K Elementary (K-6) Special Education
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Ms. Dana Underwood is recommended to teach Exceptional Children at Donna Lee Loflin School. Ms. Underwood has spent the past two years with Randolph County Schools teaching at Ramseur Elementary. Additionally, she brings student teaching experiences from Virginia and the District of Columbia. A native of the area, she is excited to continue her teaching career at Loflin.

**Watson, Christopher**

North Carolina A & T University  
B.S. Sports Science & Fitness Management  
M: Physical Education

Physical Education

Mr. Christopher Watson is recommended to serve at the Long Term/Short Term Intervention Program Coordinator for Asheboro High School. Mr. Watson has been on staff at AHS for the past two years as an instructional assistant in the area of In-School Suspension. Mr. Watson completed his student teaching for Physical Education at North Asheboro Middle School this past spring. We are pleased to have Mr. Watson continue with Asheboro City Schools in this new capacity.

Budget Amendment  
Asheboro City Schools Administrative Unit  
Federal Funds

The Asheboro City Board of Education at a regular meeting on the 13th day of June, 2013, passed the following resolution.

Be it resolved that the following amendment be made to the budget resolution for the fiscal year ending June 30, 2013.

Revenue

3.3600.156	Race to the Top	\$ (138,620.00)
		<u>\$ (138,620.00)</u>

Expenditure

3.5110.156.135	Regular Instruction	\$ (85,446.04)
3.5330.156.121	Remedial and Supplemental K-12 Services	(36,035.64)
3.5830.156.146	Guidance Services	(17,138.32)
		<u>\$ (138,620.00)</u>

Total Appropriation in Current Budget	\$ 5,696,923.24
Total Increase/Decrease of above amendment	<u>(138,620.00)</u>
Total Appropriation in Current Amended Budget	<u>\$ 5,558,303.24</u>

Passed by majority vote of the Board of Education of Asheboro City on the 13th day of June, 2013.

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Chairman, Board of Education

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Secretary

AMENDMENT

ASHEBORO CITY SCHOOL DISTRICT

AND

SODEXO MANAGEMENT, INC.

THIS AMENDMENT, dated May 28, 2013, is between ASHEBORO CITY SCHOOL DISTRICT ("SFA" or "District") and SODEXO MANAGEMENT, INC. ("FSMC" or "Sodexo").

W I T N E S S E T H:

WHEREAS, FSMC submitted a proposal on May 12, 2009 ("Proposal") in response to SFA's Request for Proposal ("RFP") dated April 7, 2009; and

WHEREAS, SFA and FSMC entered into a certain Management Agreement, dated July 1, 2009 as amended ("Agreement"), whereby FSMC manages and operates SFA's Food Services operation in Asheboro, North Carolina;

WHEREAS, the parties now desire to further amend the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Sodexo agrees to supply unitized meals for District's Seamless Summer Feeding Program. It is further agreed that food service management company, pursuant to the provisions of the Seamless Summer Option regulations, will assure that Seamless Summer Option meals meet the minimum meal pattern requirements and dietary standards and will maintain full and accurate records that the Local Education Agency will need to meet its responsibility including daily production records containing the amount of food prepared and offered to eligible participants and the daily number of meals delivered by type.

These records must be provided to the Local Education Agency promptly at the end of the month. Food service management company agrees also to retain records required under the preceding clause for a period of three (3) years from the date of receipt of final payment under this Contract (or longer, if an audit is in progress); and upon request, to make all accounts and records pertaining to the Program available to representative of the North Carolina Department of Public Instruction, the U.S. Department of Agriculture and the General Accounting Office for audit or administrative review at a reasonable time and place.

The Seamless Summer Option shall commence on June 17, 2013 and continue through August 9, 2013.

Sodexo shall invoice District for each meal served at the Fixed Price per meal in effect at the time of service.

2. This Amendment is effective June 17, 2013, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

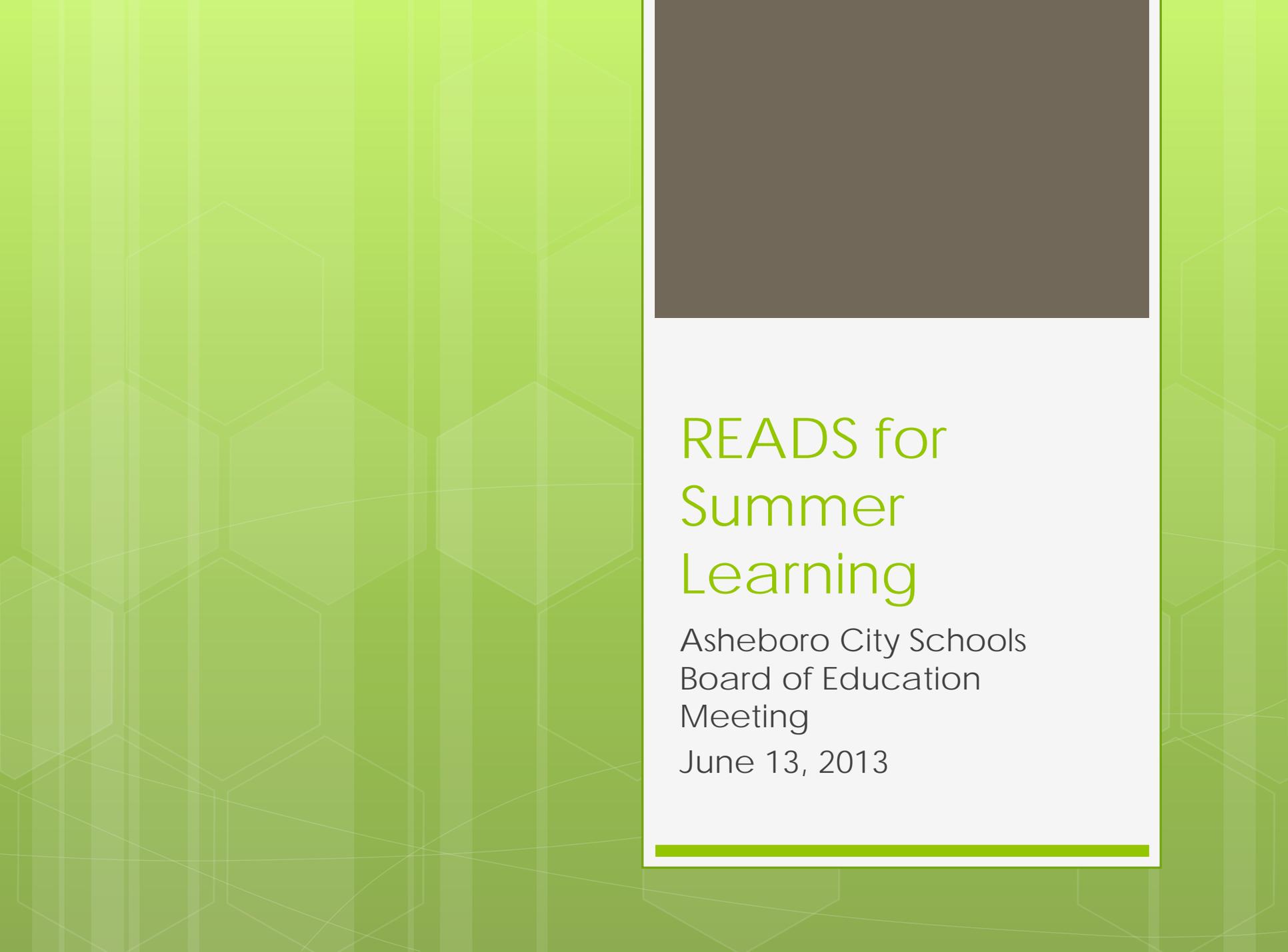
IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Amendment, as of the date indicated in the first paragraph of this Amendment.

ASHEBORO CITY SCHOOL DISTRICT

By: \_\_\_\_\_  
Name (printed): \_\_\_\_\_  
Title: \_\_\_\_\_

SODEXO MANAGEMENT, INC.

By: \_\_\_\_\_  
Scott Loretan  
Senior Vice President



READS for  
Summer  
Learning

Asheboro City Schools  
Board of Education  
Meeting

June 13, 2013

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# What is READS for Summer Learning?

- A summer reading program for upper elementary children who may experience summer reading loss.
- "READS" stands for Reading Enhances Achievement During Summer
- Children are "engaged" with books when they are motivated to read them on their own and read in ways that increase their reading comprehension.

# Three Key Elements of the READS Program:

- Access to books at home, including a wide variety of texts;
- Books that are well-matched to each child's reading level and interests; and
- Comprehension activities, including teacher scaffolding of summer book through end-of-year lessons, and parent and family support of summer reading.

# READS Background/Research

- Harvard School of Education – Assistant Professor James Kim
- U.S. Department of Ed Investing in Innovation (i3) program: \$12.7 million dollar grant opportunity – 2010
- Project READS – summer reading program model for low-income children in NC
- 80% funding – USDE
- 20% private sector match

# READS in Randolph County

- Partnership with Communities in Schools Randolph County and Harvard University
- Elementary Schools in Randolph County and Asheboro City Schools identified based on high level of poverty and invited to participate
- 4 of 5 ACS Elementary Schools elected to participate

# READS Program Model

- Two-year commitment
- Parent/Student recruitment spring 2013 - Second grade students
- Half of the students will participate as rising 3<sup>rd</sup> graders
- Remaining half of students will participate as rising 4<sup>th</sup> graders
- Spring 2013: Testing (Iowa Test of Basic Skills Reading - only); Parent nights held at each school (May); Six one hour student lessons taught prior to the end of the school year

# What Happens During the Summer?

- CISRC coordinates all summer activities
- Students receive 10 books (2 per week) through mail to read independently/with parents
- Students respond to comprehension questions returned to school through mail
- Students receive feedback on comprehension responses from teachers via phone

# What Happens next?

- Participating students tested (ITBS) again in fall 2013
- Data analysis – students who received intervention (treatment group) versus students who did not (control group)
- Cycle repeats again in spring/summer 2014 with rising 4<sup>th</sup> graders who did not receive the intervention the previous summer

# ACS Staff Involvement

- READS Coordinator at each school – coordinates and assists CISRC with teacher training, parent nights
- Teachers at each school – provide feedback to students throughout the summer
- Coordinator, Teachers, and Schools receive stipends for participation!

## For more information:

- <http://www.gse.harvard.edu/news-impact/2010/10/kim-wins-155-million-i3-grant/>

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonably accurate.

**A. NORTH CAROLINA AND LOCAL TESTING PROGRAM**

The board directs the superintendent to plan and provide for the secure administration of all state-required tests and common exams. Students not meeting testing standards on the end-of-grade or end-of-course tests must be provided remedial instruction and retesting if required by law or State Board of Education policy in accordance with legal requirements.

Common exams will be used to measure student learning in core grades and subjects that are not tested on end-of-grade or end-of-course tests. Student scores will be used to calculate a value-added score that will be reflected in Standard 6 of the teacher evaluation instrument and Standard 8 of the administrator evaluation instrument.

Retests on common exams will not be permitted except in the case of misadministration. The superintendent, in consultation with the school principals, shall have discretion to determine whether and how results from the common exams will be used in determining students' final grades.

The superintendent or designee shall make an annual report in July to the board of education with regard to student performance on the common exams.

**B. TEST ADMINISTRATION**

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

**C. PARTICIPATION IN FIELD TESTING**

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -174.11, -174.12(a), -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D .0301 – .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

Other References: Online Assessments Best Practices Guide (NC DPI, July 2011); Measures of Student Learning: NC's Common Exams (NC DPI, March 2013)

Adopted:

Tuition will be charged to students admitted under policy 4130, Discretionary Admission, if the students (1) are not domiciled in the State or (2) are domiciled in the State and residing outside of the school system boundaries. Tuition will not exceed the local per pupil allocation for current expense as provided by the board of commissioners from the preceding year.

Tuition may be prorated or waived if a student meets one of the following criteria.

1. ~~A~~The student is admitted to the school system pursuant to an agreement between this board and another board of education, where~~and~~ the agreement specifies that the payment of tuition by the individual student will not be required.
2. ~~A~~The student resides on a military base within North Carolina, where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school district in an amount not less than fifty percent of the total per capita cost for education, exclusive of capital outlay and debt service.
3. ~~A~~The student demonstrates extraordinary financial hardship.
4. ~~Nonresident students of the school district~~The student is a nonresident whose parents moved or plan to will move into the school district administrative unit on or before December 1, may be~~and~~ the student is approved for assignment assigned at the beginning of the school year to the school serving the student's new residence future domicile. Payment of tuition will be pro-rated according to the number of days these students are assigned to the school district's schools prior to the domicile change.
5. ~~A student whose legal residence was located inside the boundaries of the school district and who during the school year moves into the boundaries of another school district~~The student was domiciled within the school administrative unit at the beginning of the school year and remains enrolled in the school system for the duration of the school year after moving into another school administrative unit during the school year will be eligible for continued enrollment during the school year with the payment of tuition being pro-rated after the change in domicile.
6. The student's parent(s) are employed by the school system.

~~Tuition will not be charged~~In addition, no tuition will be charged to:

1. students residing on military bases within North Carolina where federal funds designed to compensate for the impact on public schools of military dependent students are provided to the school system in an amount not less than 50 percent of the total per capita cost for education, exclusive of capital outlay and debt service,
2. students who are domiciliaries of the State and who reside within the school

administrative unit. However, the board may enter an agreement with the board of education of the student's domicile for payment of tuition by that board.

~~In accordance with Federal law, this policy does not apply to students who have been classified as F1 by the US Immigration and Naturalization Service.~~

Legal References: G.S. 115C-366, -366.1

Cross References: Discretionary Admission (policy 4130)

Adopted:

## **ASSAULTS, THREATS AND HARASSMENT**

*Policy Code:*

**4331**

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The board will not tolerate assaults, threats or harassment from any student. Any student exhibiting such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning. Except when certain consequences for misbehavior are required by law, principals in the elementary grades are directed to use good judgment and reasonable discretion in determining the appropriate consequence for violation of board policies, school standards or school rules.

### **A. ASSAULT, INJURY**

#### **1. Prohibited Behavior**

Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

#### **2. Consequences**

##### **a. General Consequences**

Violation of this section may result in short-term suspension up to 10 days, long-term suspension, 365 day suspension or expulsion. The procedures for long-term suspension or expulsion are provided in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy except as otherwise provided below. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305, Alternative Learning Programs/Schools, and/or as provided in subsections A.2.b and A.2.c of this policy.

##### **b. Consequences for Serious Assaults on School Personnel**

Any student who is found by the superintendent to be at least 13 years of age and to have physically assaulted and seriously injured school personnel must be removed to an alternative educational setting in accordance with G.S. 115C-391(d2). If an appropriate alternative educational setting is not available, the superintendent, upon recommendation of the principal, must suspend the student for no less than 300 days but no more than 365 days. A student may also be expelled for assaultive conduct when his or her behavior constitutes a clear threat to the safety of others. The principal shall make recommendations to the superintendent regarding placement decisions and the recommended

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length of the placement or the suspension, within the limits established by law, based at least in part upon recommendations of the principal of the school that constitutes the alternative setting. This section does not apply when the student was acting in self-defense.

c. Consequences for Certain Physical Assaults of Adults and Students

Upon the recommendation of the principal, the superintendent may remove a student to an alternative educational setting if the student is at least 13 and has:

- (1) physically assaulted a teacher or other adult who is not a student;
- (2) physically assaulted another student if the assault is witnessed by school personnel; or
- (3) physically assaulted and seriously injured another student.

This section applies to behavior that occurs on school property or at a school-sponsored or school-related event. It does not apply when a student was acting in self-defense. If no appropriate alternative educational setting is available, the superintendent may suspend the student for up to 365 days. A student may also be expelled for assaultive conduct when his or her behavior constitutes a clear threat to the safety of others. The principal will make recommendations to the superintendent regarding placement decisions and the recommended length of the placement or suspension, within the limits established by law.

If the student is under age 13, the consequences for assault will be determined in accordance with the general guidelines in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion, and the school behavior management plan (see policy 4302, School Plan for Management of Student Behavior). A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee will be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

**B. THREATENING ACTS**

1. Prohibited Behavior

Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.

Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

2. Consequences

Violation of this section may result in short-term suspension up to 10 days, long-term suspension or expulsion. The procedures for long-term suspension or expulsion are provided in policy 4353, Long-Term Suspension, 365 Day Suspension, Expulsion. A determination of the appropriate consequence will be made in accordance with the provisions of that policy. Placement in an alternative educational setting may be made instead of suspension in accordance with policy 3470/4305, Alternative Learning Programs/Schools. Consequences for bomb and terrorist threats are addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety, and may include a 365 day suspension.

## C. HARASSMENT

1. Prohibited Behavior

Students are prohibited from engaging in or encouraging any form of harassment, including bullying and cyberbullying of~~against~~ students, employees or any other individuals on school grounds, ~~or~~ at school-related functions, and at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools. Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe. Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying.

2. Consequences

Complaints of harassment will be investigated pursuant to policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. For incidents of misbehavior that do not rise to the level of harassment may violate policy 4310, Integrity and Civility, which establishes an expectation that students will demonstrate civility and integrity in their interactions with others.

The consequences for harassment will be more severe than for violations of the

standards of integrity and civility and will be decided pursuant to policy 1720/4015/7225. Consequences may include disciplinary action up to and including expulsion, as appropriate.

Legal References: G.S. 14-33, -34 to -34.2, -458.2; 115C-47, -276(r), -288, -307, -366.4, -390, -391

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Alternative Learning Programs/Schools (policy 3470/4305), School Plan for Management of Student Behavior (policy 4302), Integrity and Civility (policy 4310), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333), Long-Term Suspension, 365 Day Suspension, Expulsion (policy 4353)

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

Revised: June 12, 2008

The board strives to maintain the school system's facilities in good condition in order to:

1. continue to provide a safe, orderly and inviting educational environment;
2. protect financial investments in the facility;
3. reduce the need for major repair; and
4. facilitate the conservation of energy resources.

All staff, students and visitors to the school are expected to use reasonable care to prevent property damage. ~~The principal~~Principals and teachers are to instruct students in the proper care of public property. Anyone who willfully or carelessly damages school property may be held financially liable, as provided by law, including G.S. 115C-523.

~~The principal~~Principals willmust inspect their school buildings for health, fire and safety hazards on a regular basis and as required by law. Principals shall notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards. Any ~~employee~~staff who observes ~~any~~ potential hazards ~~will immediately~~shall notify his or her supervisor or the principal immediately. Proper signs indicating potential ~~danger~~hazards or recommended safety precautions mustwill be posted.

The maintenance department ~~will~~shall make reasonable efforts to maintain the facilities in good condition and to make needed repairs.

The superintendent is directed to~~will~~ ensure that facilities are evaluated and inspected in accordance with the facilities inventory as provided in policy 9000, Planning to Address Facility Needs.

Legal References: G.S. 1-538.1; 115C-40, -47, -276(c), -288(f), -307(h), -523, -524

Cross References: School Safety (policy 1510/4200/7270), Planning to Address Facility Needs (policy 9000)

Adopted:

Safe schools are critical to creating a learning environment in which students can succeed.<sup>1</sup> Staff and students share the responsibility for taking reasonable<sup>2</sup> precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

**A. SUPERVISION OF STUDENTS**

Students must be reasonably supervised while in the care and custody of the school system. This supervision must occur throughout school hours, including during class, between classes, on the playground, and during recess or lunch periods; during authorized school field trips; and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and are receiving educational services on school property must be supervised by school personnel at all times.

**B. SUPERVISION OF VISITORS**

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

**C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS**

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds and equipment for health, fire and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.<sup>3</sup>

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<sup>1</sup> The board may modify this policy.

<sup>2</sup> Throughout this policy, a "reasonableness" standard is used. Consult with your board attorney before modifying this standard.

<sup>3</sup> G.S. 115C-524 provides that principals, teachers and janitors are responsible for the safekeeping of school property. Specifically, under G.S. 115C-524(b) "It shall be the duty of all principals, teachers and janitors to report to their respective boards of education immediately any unsanitary condition, damage to school property, or needed repair." This policy requires reporting to the superintendent as he or she is the ex officio secretary to the board pursuant to G.S. 115C-41 and policy 2210, Duties of Officers. Alternatively, this policy may be revised to require that such reports be made to the "local board of education," as specified in G.S. 115C-524.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

**D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES**

1. Safe School Plans

Pursuant to G.S. 115C-105.47, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).

The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.

2. Responding to Student Altercations and Other Threats to Safety<sup>4</sup>

All school system employees have a duty to be alert at all times to situations that may pose a threat to the safety of students, employees or visitors on school property, at school events or in other situations in which the students are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher or other supervisory employee is present and aware of the potential threat.

Teachers, teacher assistants, coaches and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgment to

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<sup>4</sup> G.S. 115C-390.3 requires boards to have policies which provide guidelines for an employee's response if the employee knows of a student altercation. The information in this subsection is intended to address that requirement.

determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

Employees should take further action as appropriate in accordance with any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

3. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses and on school grounds.

4. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information and related indicators that warn of impending problems.

School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

5. Safety Equipment

School employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment.<sup>5</sup> School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

6. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

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<sup>5</sup> For example, G.S. 115C-166 requires students and teachers in certain shop and lab courses to wear industrial-quality eye protective devices when involved in certain types of instructional activities. In addition, students may be required to wear certain safety equipment in order to participate in certain physical education or athletic activities.

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills.<sup>6</sup> The superintendent must provide local law enforcement and emergency management agencies with copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law<sup>7</sup> and shall conduct other emergency drills in accordance with school system emergency plans and procedures.

### 7. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems.

Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment and bullying. Staff members must report immediately to the principal any information reported by a student or their own observations of unusual or suspicious behavior or acts of violence, harassment or bullying.<sup>8</sup>

Every principal is required to investigate and act upon any report of such behavior, including, when appropriate, reporting criminal activities to law enforcement, the State Board and the superintendent or designee (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and 4335, Criminal Behavior).

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<sup>6</sup> Although North Carolina does not currently mandate any emergency drills except fire drills, other types of safety drills should be incorporated into various school safety plans. For example, emergency drills may include evacuation, reverse evacuation, lockdown and shelter-in place drills as a response to school shootings, chemical explosions, severe weather and threats of terrorism. See recommendations in Keeping North Carolina Schools Safe and Secure, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty in November 2006. Currently there are no federally required emergency management standards for schools. The U.S. Department of Education's Practical Information on Crisis Planning: A Guide for Schools and Communities, however, includes a four-phase approach to school emergency planning activities that is widely used throughout the country.

<sup>7</sup> See G.S. 115C-288(d).

<sup>8</sup> G.S. 115C-307(a) specifically requires teachers, student teachers, substitute teachers, voluntary teachers and teacher assistants to report acts of violence. In addition, G.S. 115C-289.1 requires supervisors to report to the principal any known assault on a school employee that results in physical injury. This policy expands the reporting requirements to all staff and incorporates suspicious behavior.

8. Potential Threats of Registered Sex Offenders

The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.<sup>9</sup>

9. Student Behavior Standards

Students are expected to meet behavior standards set forth in board policies.

Legal References: G.S. 14-208.18; 115C-36, -47, -81.4, -105.47, -166, -288, -289.1, -307, -390.3, -391, -391.1, -521, -524, -525; State Board of Education Policies HRS-A-000, TCS-P-005

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior policies (4300 series), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5027/7275), Public Records – Retention, Release and Disposition (policy 5070/7350), Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007); *Keeping North Carolina Schools Safe and Secure*, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006)

Adopted: July 14, 2011

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<sup>9</sup> The board may opt to require the principal to register for notification within a larger radius of the school, such as a five-mile radius.

## GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

Policy Code:

3000

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The board believes that the function of formal education is to provide a foundation for lifelong learning and to enable each student to participate effectively and responsibly in a changing world.<sup>1</sup> The board recognizes the critical role of parents, governmental and nonprofit agencies, businesses, and the community in helping individual students and the school system meet educational goals. To ensure that the educational program meets rigorous academic standards, the board shall strive to maintain accreditation of its schools by the Southern Association of ~~Schools and Colleges~~ and Schools and/or the State Board of Education.

A successful educational program also depends on innovation at the individual school level. The board is committed to allowing administrators at individual schools to develop and implement plans necessary to ensure the educational success of their students.

In addition to providing a basic education program as prescribed by the State Board of Education, the board believes that the administrators of the educational program also must strive to provide each student with the opportunity to:<sup>2</sup>

1. learn to be responsible for and accept the consequences of his or her conduct and academic performance;<sup>3</sup>
2. develop the capacity to examine and solve problems;
3. foster respect and appreciation for cultural and ideological diversity and differences;
4. <sup>4</sup>develop the ability to be productive in a team environment;
5. learn and acquire the skills necessary for a lifetime of continuous learning and adaptation to change in the workplace and society;
6. prepare for challenging curriculum beyond secondary school and, when appropriate, complete high school courses required for college entry in less than four years;
7. achieve high levels of success in a rigorous curriculum;
8. acquire the skills necessary for success as life-long learners;

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<sup>1</sup> The board may identify additional or alternative mission statements.

<sup>2</sup> The board may consider identifying other broad objectives.

<sup>3</sup> This goal is related to student behavior management practices and accountability for academic performance.

<sup>4</sup> The last seven goals relate to the student's ability to succeed in post-secondary education, the workforce and society.

9. acquire the skills needed for technological literacy in a rapidly changing world; and
10. remain in school and earn a high school diploma and, when appropriate, earn additional college credit.

These goals and objectives of the educational program will be used to guide administrators, teachers and the board in all of their duties, including curriculum development, selection of materials and issues related to instructional time.

Legal References: G.S. 115C-12(32), -12(38), -36, -47, -81; State Board of Education Policies GCS-F-016, GCS-L-006

Cross References: Curriculum Development (policy 3100), Selection of Instructional Materials ~~Textbooks and Supplementary Materials~~ (policy 3200), Counseling Program (policy 3610)

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

Revised: November 9, 2006, May 10, 2012

## **RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS**

*Policy Code:*

**3510**

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The curriculum of the school district will be based on the current statewide instructional standards ~~North Carolina Standard Course of Study~~. The board and the school district will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. The board supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, this policy provides parents with a process for seeking a religious-based exemption for a child's participation.

If parents have religious-based objections to certain programs, they may petition to exempt their child from participation. Any request for exemption should be submitted to the superintendent, or designee, in accordance with the following guidelines:

- the request must be in writing;
- the request must specify the activities or studies which violate their religious beliefs and explain how their religious beliefs are violated by the activity; and
- the request may suggest a proposed alternate activity or study.

The superintendent, or designee, will review the request in accordance with constitutional and any statutory standards and will accommodate the request when required to do so by law. If not required by law, the superintendent, or designee, may accommodate such a request after weighing factors, such as the interest of the child, the impact on other students and the availability of alternative activities or materials. An appeal of the superintendent's decision may be made to the board through the student grievance procedure.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, § 14; G.S. 115C-36, -47

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Academic Freedom (policy 3105)

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

Administrative Procedure: None

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,~~ <sup>1</sup>The superintendent and principal may take reasonable or legally required 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 crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required 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**

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.<sup>2</sup>

~~Principals must immediately report to law enforcement all criminal offenses that occur on school property as required by State Board of Education Policy HRS A-000. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal. A principal must report the following acts to law enforcement when they principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious personal injury; (2) sexual~~

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<sup>1</sup> A student convicted of cyberbullying a school employee must be transferred to another school, or if there is no other appropriate school in the LEA, to a different class or teacher. The superintendent may modify the transfer on a case-by-case basis. G.S. 115C-366.4.

<sup>2</sup> See G.S. 115C-289.1.

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 principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made to law enforcement.<sup>3</sup> Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday.<sup>4</sup> The superintendent must inform the board of any such reports.<sup>5</sup> In addition, the principal or designee must notify the parents or guardians of students who are alleged to be victims of any reported offenses.<sup>6</sup>

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-47(56); -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, July 15 2010, January 13, 2011, January 12, 2012

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<sup>3</sup> G.S. 115C-288(g) only requires such notification for reports involving any of the 10 offenses listed in the statute.

<sup>4</sup> See G.S. 115C-288(g).

<sup>5</sup> See G.S. 115C-288(g).

<sup>6</sup> G.S. 115C-47(56) requires that the board adopt a policy on the notification of parents or guardians of students alleged to be victims of acts that are required to be reported under G.S. 115C-288(g).

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

**A. ATTENDANCE RECORDS**

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.<sup>1</sup>

**B. EXCUSED ABSENCES**

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the teacher or principal designee within 2 days after returning from an absence. Absences due to extended illness may also require a statement from a physician. An absence may be excused for any of the following reasons:

1. ~~Ppersonal illness or Iinjury;~~ that makes the student physically unable to attend school; ~~when the absence results from student illness or injury which prevents the student from being physically able to attend school.~~
2. ~~Quarantine;~~ when isolation of a student is ordered by the local health officer or by the State Board of Health;
3. ~~Ddeath in the Iimmediate Ffamily;~~ when the absence results from the death of a member of the immediate family of the student: For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to grandparents, parents, brothers, and sisters.
4. ~~Mmedical or Ddental Aappointment;s;~~ when the absence results from a medical or dental appointment of a student or such an appointment that has been approved in advance by the principal that causes the student to be unable to attend for the entire school day.
5. participation under subpoena as a witness in a court proceeding; ~~Court or Administrative Proceedings;~~ when the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness.

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<sup>1</sup> See G.S. 115C-378.

6. observance of an event required or suggested by the religion of the students or the student's parent(s);<sup>2</sup> ~~Religious Observance: when the student is absent due to a religious observance and the principal has been notified in advance of the absence.~~
7. ~~Educational Opportunity: when it is demonstrated that the purpose of the absence is to take advantage of participation in a valid educational opportunity, such as travel or service as a legislative or Governor's page<sup>3</sup>, and the absence has been with prior approved in advance by/from the principal;~~
8. ~~Absence due to pregnancy and related conditions or parenting, when medically necessary;~~<sup>4</sup>
9. visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.<sup>5</sup> ~~Absence related to a deployment of a parent or legal guardian when the parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or has just returned from deployment to a combat zone or combat support post for the purpose of visiting said student.~~

~~Extended illnesses generally require a statement from a physician. Once a student has accumulated more than 15 absences in a school year (or more than five consecutive absences), a doctor's note or other documentation approved by the principal will be needed to excuse further absences. This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.~~

<sup>2</sup> Although G.S. 115C-379 provides that the rules formulated by the State Board of Education to enforce student attendance "may require that the student's parents give the principal written notice of the request for an excused absence a reasonable time prior to the religious observance," DPI issued a memo on November 15, 2010 stating that the SBE declined to adopt a rule that requires prior approval for the two days of excused absences. Thus, it is unclear whether a local board may require prior approval for absences in excess of two days. A local board should consult with its board attorney regarding this issue if the board would like to require prior approval for any days of excused absence due to religious observance.

<sup>3</sup> G.S. 115C-379 requires the State Board to include "a valid educational opportunity such as service as a legislative page or a Governor's page" in its list of acceptable reasons for excused absences.

<sup>4</sup> G.S. 115C-375.5 requires this provision.

<sup>5</sup> G.S. 115C-407.5 requires this provision.

Whether absences are excused, unexcused or because of short-term out-of-school suspensions,<sup>6</sup> the student will be permitted to make up his or her school work.<sup>7</sup> The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

### **C. SCHOOL-RELATED ACTIVITIES**

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. job shadows<sup>8</sup> and other work-based learning opportunities, as described in G.S.115C-47(34a);
3. school-initiated and scheduled activities;
4. athletic events requiring early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal; and
6. in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

### **D. EXCESSIVE ABSENCES**

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

#### **Elementary, Middle, and High Schools**

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences. Students may be suspended for up to two days for truancy.

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<sup>6</sup> The board may choose to allow a student to make up work during a long-term suspension. For students who are long term suspended close to the end of a semester, allowing make-up work might allow the student to pass his or her courses and/or be promoted to the next grade.

<sup>7</sup> G.S. 115C-379 and State Board of Education Policy TCS-L-000 specifically require that students be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance.

<sup>8</sup> The board may determine a maximum number of school days that students may miss for job-shadowing activities.

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**High School only**

Students who miss more than a total of 4 days (excused and/or unexcused) per course during a semester will not receive credit toward graduation except when one of the following conditions are met:

1. Students make-up absences: The high school will provide opportunities for students to make-up time missed from classes. The maximum number of days which a student can make-up per semester is 4; the maximum number of class periods which a student can make-up per semester is 16. All make-up time must be completed in the same semester as the absences.
2. The principal grants a waiver: Students whose academic standing is adversely affected by this standard have the right to appeal for a waiver. The appeal must be submitted to the principal in writing along with any appropriate and/or required documentation. Waivers of absences may be granted by the principal only when extenuating circumstances exist.

This standard does not apply to medically fragile students as defined in the NC School Attendance and Student Accounting Manual and approved by the principal.

**E. TARDIES**

The principal is responsible for handling tardies and for establishing relevant school procedures that are in compliance with the NC School Attendance and Student Accounting Manual. Students are expected to be at school on time and to be present at the scheduled starting time for each class and be present for the entire school day. Students who are excessively tardy to school or class may be suspended for up to two days for such offenses.

Legal References: G.S. 115C-47, -84.2, -288(a), -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies EEO-L-002, -003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

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

Administrative Procedure: None

Revised: April 10, 2008, May 14, 2009, September 10, 2009, November 10, 2011

## **DISTRIBUTION AND DISPLAY OF NON-SCHOOL MATERIAL**

*Policy Code:*

**5210**

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Students and the educational program must be the focus of the school system. In order to maintain an educational environment conducive to learning and to minimize intrusions upon instructional time, distribution and display of non-school material shall be limited in accordance with this policy and policy 5240, Advertising in the Schools. School officials shall screen and approve the distribution or display of non-school material on school property. (The term “non-school material” is defined in Section E below.)

This policy applies to the distribution and display of non-school material by students and school-related groups (as defined in Section E below) and by governmental agencies, educational institutions, and non-profit entities as permitted in Section B below.

### **A. DISTRIBUTION AND DISPLAY BY STUDENTS**

Students wishing to distribute or display on campus any publication, leaflet or other written material that is not school-sponsored must submit the publication or material to the principal for review prior to distribution. The principal shall prohibit distribution or display when the publication or material contains speech that is prohibited as specified in Section C below but otherwise shall not discriminate on the basis of viewpoint in granting or denying a student permission to distribute or display non-school publications or materials. If permission to distribute or display a publication or material is denied, the student may request review of the principal’s decision as specified in Section D below.

### **B. DISTRIBUTION AND DISPLAY BY NON-STUDENTS**

1. Distribution and display of “school-sponsored or curriculum-related publications and materials” as defined in Section E are permitted during the school day, on school grounds and at school activities.
2. Distribution and display of publications and materials from school-related groups that have received prior approval of the principal pursuant to the standards in Section C below and the standards for review of the decision in Section D below are permitted at reasonable times and places as designated by the principal. The term “school-related group” is defined in Section E. The principal shall not discriminate on the basis of viewpoint in granting or denying permitted school-related groups permission to distribute or display non –school material.
3. The following agencies and organizations are permitted to distribute or display educational information or information about programs and activities of interest to students:
  - a. local, state and federal government agencies and departments;

- b. non-profit organizations that offer educational, recreational, cultural or character development activities or programs for school-aged children, including but not limited to scouts, YMCA or YWCA, organized youth sport leagues, etc.);
- c. school/business partnerships or incentive programs that directly enhance or support the school's educational program; and
- d. community colleges, universities, and other non-profit institutions of higher education.

All publications and materials that one of the permitted agencies or organizations would like to distribute or display must be submitted to the superintendent or designee for approval prior to distribution or display. Approval for distribution or display shall be granted pursuant to the standards in Section C below and the standards for review of decisions in Section D below. If approved, the publications and materials shall be distributed or displayed at reasonable times and places as designated by the superintendent or designee.

4. The superintendent or designee shall not discriminate on the basis of viewpoint in granting or denying permitted agencies and organizations permission to distribute or display non-school materials.
5. The superintendent is authorized to adopt regulations regarding approval forms, how many times a year groups may distribute or display publications or materials, delivery and bundling requirements, etc.
6. Nothing in this policy shall be construed to create a public forum that would allow non-students unrestricted access to school property for the purpose of distributing or displaying publications or materials.

#### **C. DISTRIBUTION AND DISPLAY STANDARDS FOR NON-SCHOOL MATERIALS**

School officials shall apply the following standards to approve the distribution or display of all non-school material on school property:

1. While materials shall not be screened for viewpoint, the reviewer shall prohibit the distribution or display of any publication or material that (a) is vulgar, indecent or obscene; (b) contains libelous statements, personal attacks or abusive language such as language defaming a person's character, race, religion, ethnic origin, gender, family status, or disability; (c) causes or clearly threatens to cause a material and substantial disruption of a school activity; (d) encourages the commission of unlawful acts or the violation of lawful school regulations; (e) is inappropriate considering the age of the students in the school; (f) contains information that is inaccurate, misleading or false; or (g) advertises any product or service not permitted to minors

by law.

The principal or superintendent's designee, depending on who makes the initial decision shall notify the superintendent before approving or prohibiting distribution or display of any publications or materials that raise a question as to whether a specific action by school officials might violate the Establishment of Religion Clause, the Free Exercise of Religion Clause, or the free speech rights guaranteed by the First Amendment of the U.S. Constitution. The superintendent shall consult with the board attorney to determine the legally appropriate course of action.

2. The distribution of non-school material shall not interfere with instructional time.
3. Non-school publications and materials distributed or displayed to students must be clearly identified, through the method of distribution or otherwise, as non-school materials that are neither endorsed nor necessarily reflective of the views of the school board or the school system.
4. In order to minimize disruption to the learning environment, political campaign materials may not be distributed to students or employees (including through employee mailboxes and e-mail) or made available on school grounds during school time or at school events. However, on election days, posters and printed materials are permitted at school buildings used as polling places in accordance with state law and board of elections requirements.

This provision does not prohibit a teacher from using political literature or campaign material for instructional purposes. However, any teacher using these materials for instructional purposes shall not use his or her position to promote a particular candidate, party or position on a specific issue. The teacher also shall attempt to use a variety of materials that represent balanced and diverse viewpoints on the political spectrum.

#### **D. PROCEDURES FOR REQUESTING DISTRIBUTION OR DISPLAY OF NON-SCHOOL MATERIALS**

1. Any individual or organization wishing to distribute or display non-school-sponsored publications or materials must first submit for approval a copy of the publication or material to the principal or superintendent or designee at least five school days in advance of the distribution or display time, along with the following information: (a) the name and phone number of the individual submitting the request; (b) the date(s) of intended distribution or display; (c) the desired location for distribution or display of material; and (d) if the distribution or display is intended for students, the grade(s) of students for whom the distribution or display is intended.
2. Within five school days, the principal or superintendent or designee shall review the request and render a decision. In the event permission to distribute or display the material is denied or restricted, the individual submitting the request shall be

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informed in writing of the reasons for the denial or restriction.

3. Any request denied or restricted by the principal or superintendent or designee may be appealed in writing to the superintendent or designee or board, depending on who made the initial decision. If the principal made the initial decision, the superintendent or designee shall review the decision and render a decision within 10 school days. Any request denied by the superintendent or designee may be appealed to the board of education. The board will review the request at its next regularly scheduled meeting. As appropriate, the superintendent or the board will consult with the board attorney concerning a request to distribute or display non-school literature.
4. Permission or denial of permission to distribute or display material does not imply approval or disapproval of its contents by school system administrators, the school board or the individual reviewing the material submitted.

#### **E. DEFINITIONS**

The following terms used in this policy are defined as follows:

1. **Obscene**

“Obscene” describes any speech or work that the average person, applying contemporary community standards (as opposed to “national standards”), would find, taken as a whole, appeals to prurient interest; or that depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable law; and that, taken as a whole, lacks serious literary, artistic, political or scientific value.

2. **Libelous Statement**

Libelous statements are false and unprivileged statements about a specific person that injure that person’s reputation in the community.

3. **Non-School Material**

Non-school material includes any publication or other written information that is not a school-sponsored or curriculum-related publication or material.

4. **Material and Substantial Disruption**

A material and substantial disruption is any conduct that for any reason, including inappropriateness of time, place or type of behavior, significantly interferes with school functions, classroom instruction or with the rights of other students or school employees. Examples of material and substantial disruption include, but are not limited to, demonstrations, destruction of property, injury to students or other persons, shouting or boisterous conduct, and anything that significantly distracts

students from instruction or prevents school personnel from performing their educational responsibilities.

5. School-Sponsored or Curriculum-Related Publications and Materials

School-related materials or publications are: (a) materials published by the school system for distribution (i.e. school calendars, menus, school newsletters, etc.); (b) materials that are approved by school officials and related to activities or events that are officially sponsored by the school (i.e. announcements for sports teams, clubs, field trips, school plays and concerts); or (c) materials that are directly related to instruction.

6. School-Related Group

School-related groups are organizations formed to support the school in an area of recognized need, such as the PTA, PTO, teachers' and principals' organizations and booster clubs.

The superintendent shall adopt necessary regulations to ensure that this policy is implemented throughout the school system.

Legal References: U.S. Const. amend. I; *Peck v. Upshur*, 155 F.3d 274 (1998); G.S. 115C-36, -47

Cross References: Collections and Solicitations (policy 5220), Advertising in the Schools (policy 5240)

Adopted: April 14, 2011

# Asheboro City Schools Strategic Plan

Planning for Excellence 2013 – 2016

*Adopted by Asheboro City Schools Board of Education June 13, 2013*



**Asheboro City Schools**

*...the subject is excellence!*

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

**Mission:** *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.*

## Future Plan 2013 – 2016: A strategic plan for student success

This strategic plan is a commitment to provide all students with the necessary skills to **excel** as 21<sup>st</sup> century learners, workers and citizens.

## Our strategic goal

Recognizing that the long range goal of ACS is the successful preparation and graduation of **every student**, the goal for this plan is: **By 2016, 90 percent or more of ACS students will graduate with the skills needed to succeed as 21<sup>st</sup> century learners, workers and citizens.**

## Our outcomes for student success

Our primary focus is on teaching and assessing those skills our students need to **excel** as 21<sup>st</sup> century learners, workers and citizens. Each ACS student will be:

- Academically proficient
- Effective communicators and collaborators
- Critical and creative thinkers, innovators and problem solvers
- Globally aware, independent, responsible learners and citizens

# Our strategic objectives

- 1. ENGAGE EACH STUDENT** – All teachers will engage **each** student in meaningful, authentic and rigorous work through the use of innovative instructional practices and supportive technologies that will motivate students to be self-directed and inquisitive learners.
  - 21<sup>st</sup> century skills (4 Cs – communication, collaboration, critical thinking and problem solving, creativity)
  - Problem-based learning
  - Global awareness
  - Safe and nurturing schools
- 2. ASSESS FOR LEARNING** – ACS will develop and implement a comprehensive assessment system that accurately reflects student demonstration and mastery of ACS outcomes for student success.
  - Academic proficiency in core curriculum
  - Consistent use of performance rubrics
- 3. IMPROVE ACHIEVEMENT** – Each school will improve achievement for all students while closing achievement gaps of identified student groups.
  - Implement a consistent plan for literacy instruction and assessment across the curriculum (reading, writing, speaking, listening, presenting)
  - Implement Response to Instruction
  - Expand learning opportunities before and after school and summer while removing barriers for student participation
  - Increase opportunities for acceleration, especially at middle school
- 4. CREATE OPPORTUNITIES** – ACS will create opportunities for parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and outcomes for student success.
  - Parent Academy
  - Business, community and higher education partnerships
- 5. BUILD CAPACITY** – ACS will develop essential leader, teacher and staff competencies and optimize all resources to achieve the school district's strategic goal and outcomes for student success.
  - Professional and leadership development
  - Performance evaluation
  - Improved staff recruitment and retention processes

**Professional and Certified Personnel  
Recommendations for the 2013-2014 Academic Year  
Asheboro City Board of Education  
June 13, 2013**

**Teachers Eligible for Career Status Consideration**

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Allmon	Terry	AHS	EC
Byrum	Ellen	AHS	Marketing
Evans	Ann	AHS	Math
Owens	Jonathan	AHS	EC
Renne	Michael	AHS	Technology
Reynolds	Amy	AHS	FCS
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Ernst	Brad	NAMS	Science
Mazur	Victoria	NAMS	ESL
Wolfe	Meredith	NAMS	ELA
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Barnhouse	Melissa	SAMS	EC
Cope	Jaimie	SAMS	Art
Hall	Haven	SAMS	Biotechnology
Popp	Laura	SAMS	ELA
Runnfeldt	Kristen	SAMS	Math
Wright	Lee	SAMS	Science
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cook	Elizabeth	BAL	Kindergarten
Larson	Matt	BAL	PE
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Espada	Michelle	CWM	ESL
Henderson	Katie	CWM	5th
Payne	Laura	CWM	Music
<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Cabiness	Donna	DLL	Guidance
Petersen	Sharon	DLL	5th Grade

Ray	Crystal	DLL	Kindergarten
Carr	Heather	DLL	3rd Grade
Smith	Ashley	DLL	1st Grade

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Leonard	Debbie	ECDC	Pre-Kindergarten

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Beck	Margaret	GBT	Kindergarten
Davin	Misty	GBT	3rd Grade
Deaton	Amanda	GBT	4th Grade
Johnson	Brandi	GBT	3rd Grade
Nixon	Denise	GBT	3rd Grade
Wells	Stephanie	GBT	Art

<b>LAST</b>	<b>FIRST</b>	<b>SCHOOL</b>	<b>SUBJECT</b>
Harris	Sheri	LP	3rd Grade
Hinch	Thomas	LP	2nd Grade
Kearns	Beth	LP	5th Grade
Rush	Caroline	LP	4th Grade
Skeen	Helen	LP	1st Grade

# COMMITMENT TO ACCOMPLISHMENT

*Asheboro's graduates are guaranteed!*

## Resolution

June 13, 2013

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, 2014:

**If you hire a 2013 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 2013 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 of Schools

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Jane H. Redding, Chairperson  
Asheboro City Board of Education



**Asheboro City Schools**

*...the subject is excellence!*

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

**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:**

**Revision 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, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

***For 2013-2016, Asheboro City Schools local AIG plan is as follows:***

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

We recognize that:

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

creative endeavors.

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

We believe that:

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

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

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

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

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

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

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

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

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$239191.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### Practice A

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

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

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

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

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

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
  - Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
  - Conduct meetings to inform parents and teachers of students' eligibility for program placement and services.
  - Communicate with school personnel about the characteristics and needs of AIG students.
  - Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
  - Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.
- A student search is conducted annually to create a pool of students. Each student in the pool is reviewed for nomination. Student nominations and evaluations are conducted throughout the school year.
- Needs Determination Team for school and district meets annually to determine eligibility.
  - Identification procedures are posted on school and district websites.
  - Identification procedures are shared at community information sessions.

- Identification procedures are shared with school personnel annually.
- Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

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

School Faculty meeting sign-in sheets

AIG Specialist Parent-Teacher Log

**Other Comments:**

### **Practice B**

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

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

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

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

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

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

- System-wide screening in multiple grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Elementary teachers complete a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- ELL students who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process in place for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for

identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.

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

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

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

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

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

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

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

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

Individualized Test of Achievement:

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

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

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

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

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

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

-TOPS (Teacher Observation of Potential in Students) form

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

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

-Completed Gifted Rating Scale

-Documentation of teacher/parent nominations

-Documentation of testing by outside psychologist

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

### **Practice C**

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

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

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

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

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

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

nomination that is on-going and occurs at all grade levels.

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

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

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

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

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

**Planned Sources of Evidence:** -Standardized test data

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

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

-Work samples

-Portfolio

-Checklists

-Gifted Rating Scales

-Parent, Teacher, and Student Inventories

-Parent/Teacher Nomination Form

-TOPS Forms

**Other Comments:**

**Practice D**

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

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

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

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

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

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

-One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less

than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

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

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

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

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

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

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

The annual review process is as follows:

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

**Planned Sources of Evidence:** -Teacher's Observation of Potential in Students (TOPS) Forms from

U-STARS~Plus is used in elementary schools

-Summary list of TOPS Forms for each school

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

-AIG Specialist's Spreadsheets

-AIG Specialist's Parent-Teacher Logs

**Other Comments:**

**Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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

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

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

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

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

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

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

-Signatures on Differentiated Education Plans

-District AIG Forms

-Student AIG Folders

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

**Other Comments:**

**Practice F**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

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

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

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

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

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

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

**Planned Sources of Evidence:** -DEP and IDEP meeting rosters

-Differentiated Education Plans signed by parents annually

-Individual Differentiation Education Plans signed by parents annually

- Multiple Criteria for Identification Pathways Document
- Student Search and Service Options document
- Review of Registration Documentation for rising 9th-12th graders

**Other Comments:**

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## Standard 2: Differentiated Curriculum and Instruction

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

### **Practice A**

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

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

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

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

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

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

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

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

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

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

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

-Differentiated strategies based on inventories

-Differentiated Education Plan

- Collaborative planning minutes
- List of senior projects
- List of React/Comet Time courses

**Other Comments:**

**Practice B**

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

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

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

**Goals:** AIG specialists and classroom teachers will collaborate to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

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

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

The service options will also include curriculum compacting, flexible grouping, cross-class grouping, whole grade acceleration, subject acceleration, and early entrance into Kindergarten. Service options

for gifted students and capable and motivated students will offer a variety of enrichment options. Demonstration by Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

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

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

**Other Comments:**

**Practice C**

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

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

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

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

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

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

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

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

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

Middle school students may participate in MATHCOUNTS. The purpose of MATHCOUNTS is to

secure America's global competitiveness. MATHCOUNTS inspires excellence, confidence, and curiosity in U.S. middle school students through fun and challenging math programs.

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

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

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

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

**Other Comments:**

**Practice D**

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

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

**Rationale:** Asheboro City Schools has many initiatives in place to foster the development of 21st century content and skills like a long range technology plan, our district strategic plan, and commitment to the common core. These initiatives and others infuse the following: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. Because these initiatives are in place, this will be a maintained practice.

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

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

Practices may include:

- Grades 4-5: Expert Projects and/or Independent Projects
- Grades 6-8: Science Fair
- Grades K-12: Math Fair and Technology Fair
- Geography Bee
- AVID
- Asheboro High School small learning communities
- North Carolina Virtual Public School
- Blue Comet Academy
- Middle School Electives
- Senior projects
- Career guidance consistent with their strengths and assistance in making appropriate college choices.

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

### **Practice E**

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

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

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

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

**Description:** AIG specialists and classroom teachers review individual student progress

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

- Classroom instruction and differentiation based on Summative and Formative Assessments.
- District Benchmark Assessments
- Lexile Score in reading /Scholastic Reading Inventory
- Response to Instruction Assessment Data
- Cognitive Abilities Test
- Iowa Test of Basic Skills
- Reading 3D data

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

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

**Other Comments:**

**Practice F**

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

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

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

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

**Description:** Gifted students will be provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to

meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation.

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

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

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

- Meeting agendas
- Counselor schedules
- Cluster Rosters

**Other Comments:**

**Practice G**

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

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

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

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

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

Cultivating components may include:

- Project U-STARs~Plus (Using Science Talents and Abilities to Recognize Students~Promoting Learning in Underserved Students)

- Primary Educational Thinking Skills (K-3)
- Junior Great Books
- Learning activities at Mt. Shepherd for all third graders (field trip)

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

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

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

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

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

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

**Other Comments:**

### **Practice H**

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

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

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

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

**Description:** AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education

teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

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

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

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

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

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

- Student achievement data from Assessment Wall meetings
- Attendance rosters

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Asheboro City Schools identifies students as academically/intellectually gifted in reading and math (K-5) and language arts and math (6-12). We develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support

school transitions.

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

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

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

- Student data
- Attendance rosters
- Student DEP's

**Other Comments:**

## Standard 3: Personnel and Professional Development

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

### **Practice A**

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

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

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

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

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

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

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

-Schedules of AIG specialists

-Documentation of AIG licensure held by AIG specialists

**Other Comments:**

### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

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

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

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

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

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

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

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

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

**Planned Sources of Evidence:** •AIG Specialists' Schedules

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

**Other Comments:**

**Practice C**

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

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

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

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

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

- Differentiation
- Teaching strategies
- Acceleration
- Curriculum Compacting

•Underachievement

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

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

Staff development may:

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

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

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

**Planned Sources of Evidence:** -Roster of staff development participants

-When applicable, students' work samples created as a result of strategies learned during staff training

-Professional development materials

-Documentation of professional development attended by AIG Specialists

**Other Comments:**

#### **Practice D**

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

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

**Rationale:** Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students

must have appropriate knowledge and skills to meet these needs. Currently 34 employees of Asheboro City Schools hold an AIG add-on licensure. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

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

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

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

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

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

**Other Comments:**

### **Practice E**

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

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

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

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

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

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

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

**Other Comments:** Additional resources needed include:  
-Leaders to conduct trainings  
-Time in school calendar to offer trainings  
-Supplies and materials  
-Stipends for teachers for summer staff development

### **Practice F**

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

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

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

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

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

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

**Other Comments:**

**Practice G**

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

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

**Rationale:** AIG specialists collaborate on a weekly basis with grade levels, teams, or subject area teachers. During collaborative planning time, AIG specialists have the opportunity to work with other teachers to plan, implement, and discuss best practices.

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

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

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

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

### **Practice A**

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

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

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

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

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

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

**Planned Sources of Evidence:** May include:

- Enrollment in North Carolina Virtual Public High School
- Enrollment in North Carolina Governor's School
- Enrollment in Asheboro High School Small Learning Communities

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

**Other Comments:**

**Practice B**

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

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

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

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

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

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

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

- Long-Range Technology Plan

- Advancement Via Individual Determination (AVID)
- Advanced Placement Courses
- Accelerated Classes
- College and Career Readiness Opportunities
- Focus on Multiple Forms of Student Assessment
- Blue Comet Academy
- Asheboro High School Small Learning Communities
- CTE Offerings
- .Cluster Grouping
- .Collaborative Planning
- .Project Based & Problem Solving Learning Opportunities

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice C**

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

#### **Practice D**

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

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

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

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

**Description:** AIG specialists will continue to inform all stakeholders about delivery of differentiated

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice E**

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

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

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

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

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

### **Practice F**

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

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

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

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

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

Implementation may include:

- Developing effective ways to communicate with school personnel and to disseminate information regarding major policies and practices in gifted education.
- Articulating and supporting the roles and responsibilities of regular education teachers in the delivery of services to AIG students.
- Providing consultation, collaboration, and staff development services in gifted education for teachers, administrators, and counselors in the general education program.
- Identifying programming services using district and state guidelines.
- Collaborating between the gifted education specialist and classroom teacher in nominating students for gifted education programming services.
- Developing and implementing differentiated curriculum using instructional strategies that support inquiry, self-directed learning, collaboration, metacognition, and other appropriate modes of learning.
- Implementing differentiation strategies for modifying existing curriculum to meet the academic needs of gifted learners.
- Compacting the core curriculum for gifted students so that learning experiences are developmentally appropriate for their needs, interest, and abilities.
- Implementing the Demonstration by Mastery Guidelines from DPI to create additional acceleration opportunities for middle school students.
- Collaborating to apply curricular and instructional modifications and adaptation to academic lesson plans to develop rigorous and challenging curriculum for advanced learners.
- Using a variety of teaching and learning patterns: flexible grouping, large and small group instruction, teacher and student-directed learning, and opportunities for independent study and/or accelerative placement.
- Use of performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Involvement with other key personnel who provide services to gifted learners, including classroom teachers, counselors, gifted education coordinator, content area specialists, special education teachers, English as a Second Language and Limited English Proficient (LEP) teachers, and curriculum directors to support and advocate for continuous programming services for gifted learners.
- Modeling techniques and coaching others in the use of instructional methods and content modifications.
- Providing direct services to students within the regular classroom setting or in small group settings.

- Providing indirect services to students through collaboration with regular education teachers.
- Fostering respectful and beneficial relationships between families and educational professionals.
- Disseminating and communicating information regarding the AIG program activities.
- Networking with curriculum committees to advocate for the acquisition of advanced materials and resources.
- Advocating for appropriate support and services for all AIG students.

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice G**

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

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

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

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

**Description:**

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice H**

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

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

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

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

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

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

**In-Class Flexible Grouping:** Students in each class are assigned to a small group for instruction.

These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

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

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

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

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

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

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

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice I**

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

- TOPS forms (for K-5 students)
- List of completed USTARS experiments/reflections for K-3 students
- Student data
- Class rosters/schedules/intentional placement and/or groupings
- Collaboration with k-12 counselors
- DUKE Tip participation

- Advancement Via Individual Determination (AVID)
- Current best-practice research for underserved gifted populations
- Various forms of communication documenting advocacy and support for underserved gifted populations

**Other Comments:**

**Practice J**

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

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

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

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

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

List of possible options:

Elementary School:

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

Middle School:

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

High School:

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

Interact Club  
Internships in Community

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

## Standard 5: Partnerships

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

### **Practice A**

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

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

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

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

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

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

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets,

automated telephone messages, newsletters, Professional Development Notes, and school websites.

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

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

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

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

**Other Comments:**

**Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

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

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

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

**Description:** The Exceptional Education Program Director, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Exceptional Education Program Director, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education

and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows.

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

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

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

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

**Other Comments:**

**Practice C**

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

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

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

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

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

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

**Certified Staff Survey:**

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

**Parent Surveys:**

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

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

**Student Surveys:**

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

- 275 elementary and middle school students responded

**Administrator Surveys:**

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

**Advisory Team:**

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

Data Analysis on key points of continuous improvement identified by the prior 5th Generation AIG

Advisory Team were reviewed by the current 6th Generation AIG Advisory Team.

## AIG TEAM

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

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

### Standard Two - Differentiated Curriculum and Instruction

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

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

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

### **Other Comments:**

### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

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

**Rationale:** On the January 2013 Parent Survey, only 55% of parents agreed that the district informs

parents of opportunities available to AIG students on an ongoing basis and in their native language. 16% of the parents responded they were not sure, and 21% of the parents disagreed with this statement. This will be a focused practice based on this survey data.

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

**Description:** The district employs three interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website will include updated opportunities for AIG students. AIG specialists will have updated web pages/newsletters. Expanded use of technology such as email and social media will also be used to increase communication and understanding among stakeholders. AIG materials will be translated. Interpreters will be present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialists will attend curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists will collaborate with the regular education teachers to make home visits to students as needed. AIG specialists will attend parent/teacher "Student Led Conferences" as their schedule permits.

**Planned Sources of Evidence:** -AIG brochures for elementary and middle schools are updated annually and distributed to all schools  
-Announcements in Connections district newsletter in both English and Spanish  
-Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed  
-AIG specialists' webpages / newsletters  
-AIG specialists' List Serve for communication and other forms of social media

#### **Other Comments:**

#### **Practice E**

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

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

**Rationale:** The 2013 January Survey data from parents, teachers, and administrators indicates this is an area for improvement in our district. 46% of parents agreed with the statement that the district intentionally involves parents in meaningful ways to support gifted education. Only 51% of parents indicated that the district partners and communicates with parents to ensure that the most appropriate services for AIG children are provided. Teacher survey data indicates that only 31% of teachers

responded they partner with families/parents to ensure that the most appropriate services to meet the AIG students' needs are available. 20% of teachers responded they partner with the community to ensure that the most appropriate services to meet all of the AIG students' needs are available. Administrator survey data shows that only 29% of them agreed with the statement that my school partners with the community to ensure that the most appropriate services to meet all the AIG students' needs are available. This will be a focused practice due to these survey results.

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

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

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

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

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

**Planned Sources of Evidence:** -Sign-in sheets from events sponsored by PAGE  
-List of mentors and judges from Senior Project  
-List of Math Fair judges and organizers

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

**Other Comments:**

DRAFT

## Standard 6: Program Accountability

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

### **Practice A**

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

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

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

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

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

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

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

**Other Comments:**

**Practice B**

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

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

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

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

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

AIG specialists perform the following:

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

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

- AIG specialists' schedules
- AIG database spreadsheets
- AIG specialists' websites

- District website
- AIG Specialists' Year-at-a-Glance Document

**Other Comments:**

**Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

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

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

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

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

**Planned Sources of Evidence:**

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

**Other Comments:**

**Practice D**

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

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

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

**Goals:** Asheboro City Schools will disaggregate the annual drop-out data to determine the percentage of AIG students dropping out of school. Data will be disaggregated to determine ethnicity, ESL and/or EC eligibility, and gender of these students. District administrators will use pivot tables to disaggregate student performance benchmark data of AIG students throughout the school year. AIG student performance EOG data will analyzed annually.

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

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

**Planned Sources of Evidence:**

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

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

### **Practice E**

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

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

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

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

served. The district will continue to monitor and review the percentage of students in the AIG program by gender and race.

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

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

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

### **Practice F**

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

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

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

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

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

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

**Other Comments:**

### **Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

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

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

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

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

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

**Planned Sources of Evidence:** -Minutes, agendas, and sign-in sheets of the AIG Advisory Team meetings

**Other Comments:**

### **Practice H**

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

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

**Rationale:** Asheboro City Schools completes a program evaluation of AIG services by surveying students, parents, teachers, and administrators regarding the quality and effectiveness of the local AIG program once every three years. On the parent survey, only 32% of parents agreed with the statement that school staff are readily available to address their questions and concerns about AIG programming and services for their child. 81% of parents responded that they feel comfortable communicating with the classroom teacher(s) about their gifted child's needs and 71% of parents

responded they were comfortable communicating with the gifted education staff about their gifted child's needs. This is a focused practice because the district needs to elicit the feedback from all stakeholders on a more regular basis.

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

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

- Survey parents annually at the Differentiated Education Plan (DEP) parent meetings
- Survey parents at the first PAGE meeting of the school year. This is the meeting that has the highest parent attendance.
- Give parents the option to complete either a paper/pencil or online survey
- AIG specialists will elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.

The following changes will be made to the AIG Survey:

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

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

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

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

### **Practice I**

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

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

**Rationale:** The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program

standards and practices, student identification procedures, and other data sources are used in the revision process for continuous program improvement.

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

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

**Planned Sources of Evidence:** -Self-assessment document

-Survey results from various stakeholders

-Products from AIG Advisory Team meetings

**Other Comments:**

#### **Practice J**

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

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

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

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

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

**Planned Sources of Evidence:** -Agenda and handouts from AIG Advisory Team meetings

-AIG Self-assessment document

-District website

**Other Comments:**

#### **Practice K**

Protects the rights of all AIG students through policies, procedures, and practices.

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

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

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

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

If the student was NOMINATED by parents, but not IDENTIFIED as needing differentiated services by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

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

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

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

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

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

#### STEP I – NDT–AIG Conference

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

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

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

- A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.
- B. Principal reviews the recommendation with the NDT-AIG chairperson.
- C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

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

#### STEP III – Appeal to AIG Program Director

- A. Parent/guardian may appeal principal's decision in writing to the AIG Program Director (ECS-PD) within five (5) school days of receiving the response from the school principal.
- B. AIG Program Director reviews the grievance within five (5) school days of receipt of appeal.
- C. AIG Program Director responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

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

#### STEP IV – Appeal to Assistant Superintendent or Superintendent

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

receipt of the appeal.

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

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

STEP V – Appeal to Asheboro City Schools Board of Education

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

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

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

STEP VI – State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

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

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

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

**Other Comments:**

**Glossary (optional):**

Acronyms:

AVID: Advancement Via Individual Determination

CogAT: Cognitive Abilities Test

CTONI: Comprehensive Test of Nonverbal Intelligence

DEP: Differentiated Education Plan

Duke TIP: Duke Talent Identification Program

EVAAS: Education Value - Added Assessment System

GRS: Gifted Rating Scale

ITBS: IOWA Test of Basic Skills

NDT: Needs Determination Team

NNAT: Naglieri Nonverbal Ability Test

PETS: Primary Education Thinking Skills

RIAS: Reynolds Intellectual Abilities Scale

TOPS: Teacher Observation of Potential in Students

UNIT: Universal Nonverbal Intelligence Test

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

WISC-IV: Weschler Intelligence Scale for Children

**Appendix (optional):**

Attach 1 Intro Vision - AIG Timeline of Implementation.docx (*Appendix - Standard 1*)

Standard 1b - Attach 2 Woodcock-Johnson Testing.docx (*Appendix*)

Standard 1b-Attach 1a Multiple Criteria for AIG Program IdentificationK-3.docx (*Appendix*)

Standard 1b-Attach 1b Criteria Grades 4-8.docx (*Appendix*)

Standard 1b-Attach 3 Test-Instruments Which May be Accepted.docx (*Appendix*)

Standard 1d-Attach 5 Student Search Process.docx (*Appendix*)

Standard 1e - Attach 6 Due Process Procedures.docx (*Appendix*)

Standard 1f Attach 7 Student Search & Service Options.docx (*Appendix*)

Standard 4h-Attach 9 Matching Specific Criteria REVEIW REVISED FORM.docx (*Appendix*)

Standard 5a-Attach 10 PAGE.docx (*Appendix*)

Standard 1b-Attach 4 Recommended Testing Procedures.docx (*Appendix*)

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

**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:**

**Revision 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, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

***For 2013-2016, Asheboro City Schools local AIG plan is as follows:***

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

We recognize that:

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

creative endeavors.

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

We believe that:

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

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

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

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

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

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

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

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

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$239142.00</b>	<b>\$5270.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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DRAFT

## Standard 1: Student Identification

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

### Practice A

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

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

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

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

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

- Implement district gifted identification procedures and interpret assessments to identify the unique needs of gifted students.
  - Collaborate with classroom teachers on an ongoing basis in nominating students for gifted education program services.
  - Conduct meetings to inform parents and teachers of students' eligibility for program placement and services.
  - Communicate with school personnel about the characteristics and needs of AIG students.
  - Use assessment information in making eligibility, program, and AIG service option decisions for individuals including those from culturally and/or linguistically diverse backgrounds.
  - Interpret assessment data to plan appropriate curricular offerings based on individual profiles of the students.
- A student search is conducted annually to create a pool of students. Each student in the pool is reviewed for nomination. Student nominations and evaluations are conducted throughout the school year.
- Needs Determination Team for school and district meets annually to determine eligibility.
  - Identification procedures are posted on school and district websites.
  - Identification procedures are shared at community information sessions.

- Identification procedures are shared with school personnel annually.
- Parents, teachers, and administrators are invited to attend Differentiated Education Plan meetings.

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

School Faculty meeting sign-in sheets

AIG Specialist Parent-Teacher Log

**Other Comments:**

### **Practice B**

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

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

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

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

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

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

- System-wide screening in multiple grade levels by administering nationally normed aptitude and achievement tests. The LEA will administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS).
- Elementary teachers complete a TOPS (Teacher Observation of Potential in Students) form in order to have a comprehensive profile of potential in students.
- ELL students who advance at least three proficiency levels in one school year or less will be placed in a pool for possible services.
- Parent, teacher, and student nomination process in place for student identification.
- Gifted Rating Scales may be completed by classroom teachers as a portion of the multiple criteria for

identification. Gifted Rating Scales may include both traditional and non-traditional measures of giftedness.

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

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

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

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

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

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

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

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

Individualized Test of Achievement:

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

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

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

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

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

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

-TOPS (Teacher Observation of Potential in Students) form

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

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

-Completed Gifted Rating Scale

-Documentation of teacher/parent nominations

-Documentation of testing by outside psychologist

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

### **Practice C**

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

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

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

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

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

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

nomination that is on-going and occurs at all grade levels.

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

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

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

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

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

**Planned Sources of Evidence:** -Standardized test data

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

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

-Work samples

-Portfolio

-Checklists

-Gifted Rating Scales

-Parent, Teacher, and Student Inventories

-Parent/Teacher Nomination Form

-TOPS Forms

**Other Comments:**

**Practice D**

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

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

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

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

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

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

-One member of the NDT-AIG must be the AIG Specialist. The school level NDT should have no less

than four people present. Other members should be selected from the following and must include one member who is knowledgeable about the child:

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

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

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

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

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

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

The annual review process is as follows:

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

**Planned Sources of Evidence:** -Teacher's Observation of Potential in Students (TOPS) Forms from

U-STARS~Plus is used in elementary schools

-Summary list of TOPS Forms for each school

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

-AIG Specialist's Spreadsheets

-AIG Specialist's Parent-Teacher Logs

**Other Comments:**

**Practice E**

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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

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

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

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

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

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

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

-Signatures on Differentiated Education Plans

-District AIG Forms

-Student AIG Folders

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

**Other Comments:**

**Practice F**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

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

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

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

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

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

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

**Planned Sources of Evidence:** -DEP and IDEP meeting rosters

-Differentiated Education Plans signed by parents annually

-Individual Differentiation Education Plans signed by parents annually

- Multiple Criteria for Identification Pathways Document
- Student Search and Service Options document
- Review of Registration Documentation for rising 9th-12th graders

**Other Comments:**

DRAFT

## Standard 2: Differentiated Curriculum and Instruction

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

### **Practice A**

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

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

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

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

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

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

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

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

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

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

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

-Differentiated strategies based on inventories

-Differentiated Education Plan

- Collaborative planning minutes
- List of senior projects
- List of React/Comet Time courses

**Other Comments:**

**Practice B**

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

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

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

**Goals:** AIG specialists and classroom teachers will collaborate to provide diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

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

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

The service options will also include curriculum compacting, flexible grouping, cross-class grouping, whole grade acceleration, subject acceleration, and early entrance into Kindergarten. Service options

for gifted students and capable and motivated students will offer a variety of enrichment options. Demonstration by Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

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

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

**Other Comments:**

**Practice C**

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

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

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

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

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

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

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

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

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

Middle school students may participate in MATHCOUNTS. The purpose of MATHCOUNTS is to

secure America's global competitiveness. MATHCOUNTS inspires excellence, confidence, and curiosity in U.S. middle school students through fun and challenging math programs.

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

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

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

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

**Other Comments:**

**Practice D**

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

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

**Rationale:** Asheboro City Schools has many initiatives in place to foster the development of 21st century content and skills like a long range technology plan, our district strategic plan, and commitment to the common core. These initiatives and others infuse the following: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility. Because these initiatives are in place, this will be a maintained practice.

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

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

Practices may include:

- Grades 4-5: Expert Projects and/or Independent Projects
- Grades 6-8: Science Fair
- Grades K-12: Math Fair and Technology Fair
- Geography Bee
- AVID
- Asheboro High School small learning communities
- North Carolina Virtual Public School
- Blue Comet Academy
- Middle School Electives
- Senior projects
- Career guidance consistent with their strengths and assistance in making appropriate college choices.

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

### **Practice E**

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

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

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

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

**Description:** AIG specialists and classroom teachers review individual student progress

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

- Classroom instruction and differentiation based on Summative and Formative Assessments.
- District Benchmark Assessments
- Lexile Score in reading /Scholastic Reading Inventory
- Response to Instruction Assessment Data
- Cognitive Abilities Test
- Iowa Test of Basic Skills
- Reading 3D data

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

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

**Other Comments:**

**Practice F**

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

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

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

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

**Description:** Gifted students will be provided with differentiated guidance efforts to meet their unique social and emotional development. The students may be offered a continuum of service options to

meet their needs through classroom counseling activities, parent meetings, focus groups, and individual and family support. Asheboro City Schools will continue clustering AIG students which provides the opportunity to learn with others of similar interest, ability, and motivation.

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

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

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

- Meeting agendas
- Counselor schedules
- Cluster Rosters

**Other Comments:**

**Practice G**

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

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

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

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

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

Cultivating components may include:

- Project U-STARS~Plus (Using Science Talents and Abilities to Recognize Students~Promoting Learning in Underserved Students)

- Primary Educational Thinking Skills (K-3)
- Junior Great Books
- Learning activities at Mt. Shepherd for all third graders (field trip)

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

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

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

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

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

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

**Other Comments:**

**Practice H**

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

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

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

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

**Description:** AIG specialists have a working knowledge of educational and psychological needs of the intellectually and/or academically gifted and application of a variety of instructional models and/or educational strategies appropriate for use with gifted and/or talented learners. This knowledge assists AIG specialists in developing differentiated curriculum activities in collaboration with regular education

teachers to extend and enrich the standard course of study appropriate to meeting the unique intellectual and emotional needs and interests of AIG students. AIG specialists facilitate a decision making process among district personnel and design gifted services to supplement or extend the academic skills and knowledge learned in regular classrooms at all grade levels to ensure continuity as students progress throughout the program.

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

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

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

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

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

- Student achievement data from Assessment Wall meetings
- Attendance rosters

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Asheboro City Schools identifies students as academically/intellectually gifted in reading and math (K-5) and language arts and math (6-12). We develop and document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support

school transitions.

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

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

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

- Student data
- Attendance rosters
- Student DEP's

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

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

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

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

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

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

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

-Schedules of AIG specialists

-Documentation of AIG licensure held by AIG specialists

**Other Comments:**

#### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic,

intellectual, social, and emotional needs of gifted learners.

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

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

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

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

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

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

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

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

**Planned Sources of Evidence:** •AIG Specialists' Schedules

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

**Other Comments:**

**Practice C**

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

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

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

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

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

- Differentiation
- Teaching strategies
- Acceleration
- Curriculum Compacting

•Underachievement

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

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

Staff development may:

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

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

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

**Planned Sources of Evidence:** -Roster of staff development participants

-When applicable, students' work samples created as a result of strategies learned during staff training

-Professional development materials

-Documentation of professional development attended by AIG Specialists

**Other Comments:**

#### **Practice D**

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

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

**Rationale:** Because the learning needs of children who receive gifted services are different from other children of their age, experience, and environment, teachers responsible for these students

must have appropriate knowledge and skills to meet these needs. Currently 34 employees of Asheboro City Schools hold an AIG add-on licensure. More teachers in our district need to complete AIG licensure or professional development requirements in order to make it possible for all AIG students to be served by an AIG qualified teacher.

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

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

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

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

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

**Other Comments:**

### **Practice E**

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

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

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

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

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

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

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

**Other Comments:** Additional resources needed include:  
-Leaders to conduct trainings  
-Time in school calendar to offer trainings  
-Supplies and materials  
-Stipends for teachers for summer staff development

### **Practice F**

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

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

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

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

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

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

**Other Comments:**

**Practice G**

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

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

**Rationale:** AIG specialists collaborate on a weekly basis with grade levels, teams, or subject area teachers. During collaborative planning time, AIG specialists have the opportunity to work with other teachers to plan, implement, and discuss best practices.

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

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

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

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

### **Practice A**

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

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

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

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

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

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

**Planned Sources of Evidence:** May include:

- Enrollment in North Carolina Virtual Public High School
- Enrollment in North Carolina Governor's School
- Enrollment in Asheboro High School Small Learning Communities

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

**Other Comments:**

**Practice B**

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

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

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

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

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

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

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

- Long-Range Technology Plan

- Advancement Via Individual Determination (AVID)
- Advanced Placement Courses
- Accelerated Classes
- College and Career Readiness Opportunities
- Focus on Multiple Forms of Student Assessment
- Blue Comet Academy
- Asheboro High School Small Learning Communities
- CTE Offerings
- .Cluster Grouping
- .Collaborative Planning
- .Project Based & Problem Solving Learning Opportunities

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice C**

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

#### **Practice D**

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

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

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

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

**Description:** AIG specialists will continue to inform all stakeholders about delivery of differentiated

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice E**

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

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

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

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

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

**Planned Sources of Evidence:** May include:

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

**Other Comments:**

### **Practice F**

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

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

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

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

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

Implementation may include:

- Developing effective ways to communicate with school personnel and to disseminate information regarding major policies and practices in gifted education.
- Articulating and supporting the roles and responsibilities of regular education teachers in the delivery of services to AIG students.
- Providing consultation, collaboration, and staff development services in gifted education for teachers, administrators, and counselors in the general education program.
- Identifying programming services using district and state guidelines.
- Collaborating between the gifted education specialist and classroom teacher in nominating students for gifted education programming services.
- Developing and implementing differentiated curriculum using instructional strategies that support inquiry, self-directed learning, collaboration, metacognition, and other appropriate modes of learning.
- Implementing differentiation strategies for modifying existing curriculum to meet the academic needs of gifted learners.
- Compacting the core curriculum for gifted students so that learning experiences are developmentally appropriate for their needs, interest, and abilities.
- Implementing the Demonstration by Mastery Guidelines from DPI to create additional acceleration opportunities for middle school students.
- Collaborating to apply curricular and instructional modifications and adaptation to academic lesson plans to develop rigorous and challenging curriculum for advanced learners.
- Using a variety of teaching and learning patterns: flexible grouping, large and small group instruction, teacher and student-directed learning, and opportunities for independent study and/or accelerative placement.
- Use of performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Involvement with other key personnel who provide services to gifted learners, including classroom teachers, counselors, gifted education coordinator, content area specialists, special education teachers, English as a Second Language and Limited English Proficient (LEP) teachers, and curriculum directors to support and advocate for continuous programming services for gifted learners.
- Modeling techniques and coaching others in the use of instructional methods and content modifications.
- Providing direct services to students within the regular classroom setting or in small group settings.

- Providing indirect services to students through collaboration with regular education teachers.
- Fostering respectful and beneficial relationships between families and educational professionals.
- Disseminating and communicating information regarding the AIG program activities.
- Networking with curriculum committees to advocate for the acquisition of advanced materials and resources.
- Advocating for appropriate support and services for all AIG students.

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice G**

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

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

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

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

**Description:**

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice H**

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

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

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

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

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

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

**In-Class Flexible Grouping:** Students in each class are assigned to a small group for instruction.

These groups may be heterogeneously grouped according to skill level. To be effective, grouping should be flexible and fit the instructional purpose. It is important that each student be provided with tasks that are challenging and appropriate.

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

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

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

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

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

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

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

**Practice I**

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

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

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

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

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

**Planned Sources of Evidence:** May Include:

- TOPS forms (for K-5 students)
- List of completed USTARS experiments/reflections for K-3 students
- Student data
- Class rosters/schedules/intentional placement and/or groupings
- Collaboration with k-12 counselors
- DUKE Tip participation

- Advancement Via Individual Determination (AVID)
- Current best-practice research for underserved gifted populations
- Various forms of communication documenting advocacy and support for underserved gifted populations

**Other Comments:**

**Practice J**

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

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

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

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

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

List of possible options:

Elementary School:

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

Middle School:

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

High School:

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

Interact Club  
Internships in Community

**Planned Sources of Evidence:** May Include:

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

**Other Comments:**

## Standard 5: Partnerships

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

### **Practice A**

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

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

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

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

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

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

The Public Information Officer and district and school leadership will provide ongoing information regarding gifted education to the community through various methods including local media outlets,

automated telephone messages, newsletters, Professional Development Notes, and school websites.

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

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

**Planned Sources of Evidence:** -Websites of AIG specialists and teachers with the AIG cluster  
-Minutes from AIG Advisory Board meetings  
-Copy of Differentiated Education Plan/Individual Differentiated Education Plans  
-Sign-in sheets from trainings and events sponsored by PAGE  
-AIG brochures for elementary and middle schools  
-Monday Musings electronic district newsletter  
-Roster of AIG informational meetings

**Other Comments:**

**Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

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

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

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

**Description:** The Exceptional Education Program Director, in collaboration with the AIG specialists, will conduct an informational meeting with Central Office personnel and school administrators. AIG specialists and school level personnel, in collaboration with the Exceptional Education Program Director, will conduct informational meetings for school staff, parents, and the local community. AIG school brochures with written, accurate information about the program options for gifted education

and the AIG plan will be placed on the district website and distributed to all schools. A Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP) will be developed annually for each currently identified student as well as newly identified students. Parents will be invited to discuss this plan with the AIG specialist. Each school will host a meeting annually to inform parents of enrichment opportunities available during the school year. In addition to the DEP or IDEP conference, student/parent/classroom teacher conferences may be scheduled to focus on the individual student's needs and academic progress. The AIG specialists will be a part of these parent/teacher conferences as their schedule allows.

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

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

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

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

**Other Comments:**

**Practice C**

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

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

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

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

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

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

**Certified Staff Survey:**

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

**Parent Surveys:**

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

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

**Student Surveys:**

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

- 275 elementary and middle school students responded

**Administrator Surveys:**

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

**Advisory Team:**

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

Data Analysis on key points of continuous improvement identified by the prior 5th Generation AIG

Advisory Team were reviewed by the current 6th Generation AIG Advisory Team.

## AIG TEAM

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

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

### Standard Two - Differentiated Curriculum and Instruction

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

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

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

### **Other Comments:**

### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

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

**Rationale:** On the January 2013 Parent Survey, only 55% of parents agreed that the district informs

parents of opportunities available to AIG students on an ongoing basis and in their native language. 16% of the parents responded they were not sure, and 21% of the parents disagreed with this statement. This will be a focused practice based on this survey data.

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

**Description:** The district employs three interpreters to relay information to parents in their native language for both written communication and verbally at district meetings. The AIG link on the district website will include updated opportunities for AIG students. AIG specialists will have updated web pages/newsletters. Expanded use of technology such as email and social media will also be used to increase communication and understanding among stakeholders. AIG materials will be translated. Interpreters will be present at Differentiated Education Plan meetings and all AIG events for parents. The AIG specialists will attend curriculum nights and/or open house nights at their assigned schools in order to communicate with the parents on how the curriculum is being differentiated and enriched to meet the learning needs of the AIG students. AIG specialists will collaborate with the regular education teachers to make home visits to students as needed. AIG specialists will attend parent/teacher "Student Led Conferences" as their schedule permits.

**Planned Sources of Evidence:** -AIG brochures for elementary and middle schools are updated annually and distributed to all schools  
-Announcements in Connections district newsletter in both English and Spanish  
-Annual Differentiated Plan Group meetings conducted with parents of all AIG students with interpreter present when needed  
-AIG specialists' webpages / newsletters  
-AIG specialists' List Serve for communication and other forms of social media

**Other Comments:**

**Practice E**

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

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

**Rationale:** The 2013 January Survey data from parents, teachers, and administrators indicates this is an area for improvement in our district. 46% of parents agreed with the statement that the district intentionally involves parents in meaningful ways to support gifted education. Only 51% of parents indicated that the district partners and communicates with parents to ensure that the most appropriate services for AIG children are provided. Teacher survey data indicates that only 31% of teachers

responded they partner with families/parents to ensure that the most appropriate services to meet the AIG students' needs are available. 20% of teachers responded they partner with the community to ensure that the most appropriate services to meet all of the AIG students' needs are available. Administrator survey data shows that only 29% of them agreed with the statement that my school partners with the community to ensure that the most appropriate services to meet all the AIG students' needs are available. This will be a focused practice due to these survey results.

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

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

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

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

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

**Planned Sources of Evidence:** -Sign-in sheets from events sponsored by PAGE  
-List of mentors and judges from Senior Project  
-List of Math Fair judges and organizers

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

**Other Comments:**

DRAFT

## Standard 6: Program Accountability

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

### **Practice A**

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

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

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

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

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

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

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

**Other Comments:**

**Practice B**

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

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

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

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

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

AIG specialists perform the following:

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

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

- AIG specialists' schedules
- AIG database spreadsheets
- AIG specialists' websites

- District website
- AIG Specialists' Year-at-a-Glance Document

**Other Comments:**

**Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

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

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

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

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

**Planned Sources of Evidence:**

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

**Other Comments:**

**Practice D**

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

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

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

**Goals:** Asheboro City Schools will disaggregate the annual drop-out data to determine the percentage of AIG students dropping out of school. Data will be disaggregated to determine ethnicity, ESL and/or EC eligibility, and gender of these students. District administrators will use pivot tables to disaggregate student performance benchmark data of AIG students throughout the school year. AIG student performance EOG data will analyzed annually.

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

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

**Planned Sources of Evidence:**

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

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

### **Practice E**

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

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

**Rationale:** Currently, Asheboro City Schools monitors the representation of identified AIG students by ethnicity, gender, and twice-exceptional. Our district will focus on monitoring the representation of AIG students who are economically disadvantaged, English Language Learners, and highly gifted.

**Goals:** The district will monitor the retention and representation of under-represented populations who are economically disadvantaged, English Language Learners, and highly gifted in the AIG program. The district will review placement data to assess the ethnic diversity of students being

served. The district will continue to monitor and review the percentage of students in the AIG program by gender and race.

**Description:** The district will develop criteria for the recognition and service options for highly gifted students, culturally/ethnically diverse, economically disadvantaged, English Language Learners, or twice-exceptional students. This AIG plan will add the administration of a group nonverbal, culturally neutral assessment of general ability at the elementary and middle school levels. The district will explore expanded, accelerated learning opportunities for the highly gifted students. Demonstration by Mastery Guidelines from DPI will be followed to create additional acceleration opportunities for middle school students.

**Planned Sources of Evidence:** -School-wide screening of achievement and ability in grades 3,5 & 6  
-Teacher Observation of Potential in Students (TOPS) in grades K–5  
-AIG district database  
-NCWise data collection  
-DEPs (Differentiated Education Plans)

**Other Comments:** The AIG staff will collaborate with ELL, EC, classroom, and specials teachers to develop criteria for the recognition and service options for highly gifted students, culturally/ethnically disadvantaged, English Language Learners, or twice exceptional.

### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Each year the Exceptional Education Program Director receives an updated list of the district personnel with AIG add-on licensure from the Human Resources Department. The Exceptional Education Program Director individually meets with each principal to review the list of personnel at their school with the AIG add-on licensure and to discuss clustering the AIG students with the most appropriate teachers for the upcoming school year.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The Human Resources office of Asheboro City Schools maintains a current database of AIG certified staff. This information is shared with each principal prior to developing class rosters.

**Planned Sources of Evidence:** – List of AIG certified staff members

**Other Comments:**

### **Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district has an advisory team that consists of community members, parents, teachers of the gifted, AIG specialists, and central office staff who meet to review all aspects of the local AIG program. This was ranked as mostly evident since the advisory team needs to meet at least twice per school year to make recommendations for program improvement.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The AIG Advisory Team consists of diverse stakeholders from each school within the district. Survey data from parents, students, teachers, and administrators is reviewed by this team. The data is analyzed for continuous improvement strategies and goals. Members of the team consist of central office staff, school AIG specialists, classroom teachers, counselors, principals, parents, and community representatives.

Participants on the Asheboro City Schools Academically and/or Intellectually Gifted Program Advisory Team are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically and/or Intellectually Gifted Education Plan.

**Planned Sources of Evidence:** -Minutes, agendas, and sign-in sheets of the AIG Advisory Team meetings

**Other Comments:**

### **Practice H**

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Asheboro City Schools completes a program evaluation of AIG services by surveying students, parents, teachers, and administrators regarding the quality and effectiveness of the local AIG program once every three years. On the parent survey, only 32% of parents agreed with the statement that school staff are readily available to address their questions and concerns about AIG programming and services for their child. 81% of parents responded that they feel comfortable communicating with the classroom teacher(s) about their gifted child's needs and 71% of parents

responded they were comfortable communicating with the gifted education staff about their gifted child's needs. This is a focused practice because the district needs to elicit the feedback from all stakeholders on a more regular basis.

**Goals:** The district will elicit feedback from parents/families, students, teachers, and other stakeholders at least once every school year regarding the quality and effectiveness of the local AIG program.

**Description:** Asheboro City Schools formally surveys students, parents, teachers, and administrators once every three years regarding the quality and effectiveness of the local AIG program. The district will elicit regular feedback from stakeholders by implementing the following:

- Survey parents annually at the Differentiated Education Plan (DEP) parent meetings
- Survey parents at the first PAGE meeting of the school year. This is the meeting that has the highest parent attendance.
- Give parents the option to complete either a paper/pencil or online survey
- AIG specialists will elicit feedback from classroom teachers with the AIG cluster of students and administrators at grade-level planning meetings.

The following changes will be made to the AIG Survey:

- Remove the "not sure" choice
- The "Disagree" choice will have a place for stakeholders to provide an explanation of why they feel this way.

**Planned Sources of Evidence:** -Survey data from teachers, parents, students, and administrators completed formally every three years

- Survey data from parents completed annually at the DEP meetings
- Teacher and administrator data gathered by the AIG specialists at grade-level planning meetings from teachers with the AIG cluster of students.

**Other Comments:** Our LEA elicits regular feedback through implementing effective data management systems and accountability requirements for gifted students and district personnel and develops formative and summative evaluation of the gifted program that focuses on both quantitative and qualitative outcomes. This leads to ongoing revision of the strategies and instructional approaches used by teachers with gifted students.

### **Practice I**

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The local AIG plan is revised as mandated by the State Board of Education. Budget, staff development needs, number of AIG certified staff, number of identified students, AIG program

standards and practices, student identification procedures, and other data sources are used in the revision process for continuous program improvement.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The Asheboro City Schools 6th Generation AIG Plan is developed by using the results of the AIG Self-Assessment document, survey data from students, parents, and staff, input from AIG Advisory Team, and continuous feedback from AIG specialists. Our LEA organizes the evaluation of the AIG program using formal and informal evaluation techniques including understanding how systematic gathering, analyzing, and reports of formative and summative data can be used to improve the existing program. AIG specialists gather information from all stakeholders using reliable and valid measures to determine AIG program effectiveness.

**Planned Sources of Evidence:** -Self-assessment document

-Survey results from various stakeholders

-Products from AIG Advisory Team meetings

**Other Comments:**

#### **Practice J**

Disseminates all data from evaluation of the local AIG program to the public.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared with stakeholders at the AIG Advisory Team meetings.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** The results of the AIG program evaluation are contained within the AIG Program Plan. The district AIG Program Plan is posted on the Asheboro City Schools AIG web page and the program evaluation results are also shared at the AIG Advisory Team meetings.

**Planned Sources of Evidence:** -Agenda and handouts from AIG Advisory Team meetings

-AIG Self-assessment document

-District website

**Other Comments:**

#### **Practice K**

Protects the rights of all AIG students through policies, procedures, and practices.

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The AIG Program Plan contains due process procedures regarding the identification and service decisions for all students. These procedures are used to resolve disagreements between parents/guardians and the school/district when a child is either not identified for formal AIG services or there is a concern regarding the appropriateness of services. Copies of these procedures are shared with parents at the annual Differentiated Education Plan (DEP) meetings.

**Goals:** This section does not need to be completed based on the chosen category of the practice.

**Description:** Due process procedures regarding the identification and service decisions are in place. This is a procedure to resolve disagreements between parents or guardians and the local school administrative unit when a child is either not identified for differentiated services or there is a concern regarding appropriateness of services. The process begins in the school and, if not resolved, can proceed to the administrative level in the Central Office. Asheboro City Schools' due process procedures for academically and/or intellectually gifted identification services decisions are as follows:

If the student was NOMINATED by parents, but not IDENTIFIED as needing differentiated services by the NDT-AIG, inform parent/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG services (see attached)
2. Copy of Due Process Procedures Brochure (see attached)

If the student was IDENTIFIED and the NDT-AIG recommends a DIFFERENTIATED EDUCATION PLAN, inform parents/guardian of this decision by providing them with the following:

1. Copy of Multiple Criteria Pathways for AIG Services
2. Copy of Differentiated Education Plan
3. Copy of Due Process Procedures
4. Asheboro City Schools AIG Program brochure

If parent/guardian has disagreements regarding nomination, identification, or service options, they are guaranteed the due process procedures as follows:

- I. Parent requests in writing a conference with the Needs Determination Team (NDT) at the school for AIG education.
- II. The parent will request a conference with the school principal if the principal is not a member of the NDT.
- III. The parent appeals the principal's decision to the Asheboro City Schools Academically Gifted Program Director.
- IV. The parent appeals the AIG Director's decision to the Assistant Superintendent or Superintendent of Asheboro City Schools.
- V. The parent appeals the Superintendent's decision to the Asheboro City Schools Board of Education.
- VI. The parent petitions the administrative law judge for a contested case hearing.

#### STEP I – NDT–AIG Conference

- A. Parent/guardian may make a request for a conference with the NDT-AIG to discuss the concerns about the recommendation. A written request is required and kept by the AIG specialist.
- B. NDT–AIG reviews the student's record and previous nomination, identification, and service delivery options decisions. The team may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. NDT-AIG grants the conference within ten (10) school days of request and responds to parent/guardian in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NDT-AIG CONFERENCE, THEN PROCEED TO STEP II - PRINCIPAL CONFERENCE (unless the principal of the school was on the NDT-AIG).

#### STEP II – Principal Conference - (If principal was part of NDT-AIG, proceed to STEP III.)

- A. Parent may make a written request within thirty (30) calendar days for a conference with the principal after the written notification.
- B. Principal reviews the recommendation with the NDT-AIG chairperson.
- C. Principal grants the conference within ten (10) school days and responds in writing within five (5) school days after the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III –  
ACADEMICALLY GIFTED PROGRAM DIRECTOR

#### STEP III – Appeal to AIG Program Director

- A. Parent/guardian may appeal principal's decision in writing to the AIG Program Director (ECS-PD) within five (5) school days of receiving the response from the school principal.
- B. AIG Program Director reviews the grievance within five (5) school days of receipt of appeal.
- C. AIG Program Director responds in writing to the parent and principal concerning the outcome of the review within ten (10) school days.

IF THE GRIEVANCE IS NOT RESOLVED AT STEP III, THEN PROCEED TO STEP IV – APPEAL TO ASSISTANT SUPERINTENDENT OR SUPERINTENDENT

#### STEP IV – Appeal to Assistant Superintendent or Superintendent

- A. Parent/guardian may appeal decision to the Assistant Superintendent or Superintendent within five (5) school days of receiving the response.
- B. Assistant Superintendent/Superintendent reviews the grievance within five (5) school days of

receipt of the appeal.

C. Assistant Superintendent/Superintendent responds in writing concerning the outcome within ten (10) days to the parent/guardian and principal.

IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

STEP V – Appeal to Asheboro City Schools Board of Education

A. Parent may appeal to the Board of Education in writing within ten (10) school days following the written response from Step IV.

B. The Board shall offer a final written decision within thirty (30) calendar days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

STEP VI – State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student,

or

(ii) whether the local plan has been implemented appropriately in regard to the child.

B. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

**Planned Sources of Evidence:** -Brochure of AIG Due Process Procedures

**Other Comments:**

**Glossary (optional):**

Acronyms:

AVID: Advancement Via Individual Determination  
CogAT: Cognitive Abilities Test  
CTONI: Comprehensive Test of Nonverbal Intelligence  
DEP: Differentiated Education Plan  
Duke TIP: Duke Talent Identification Program  
EVAAS: Education Value - Added Assessment System  
GRS: Gifted Rating Scale  
ITBS: IOWA Test of Basic Skills  
NDT: Needs Determination Team  
NNAT: Naglieri Nonverbal Ability Test  
PETS: Primary Education Thinking Skills  
RIAS: Reynolds Intellectual Abilities Scale  
TOPS: Teacher Observation of Potential in Students  
UNIT: Universal Nonverbal Intelligence Test  
U~STARS~PLUS: Using Science Talents and Abilities to Reach Students Promoting Learning in Underserved Students  
WISC-IV: Weschler Intelligence Scale for Children

**Appendix (optional):**

Attach 1 Intro Vision - AIG Timeline of Implementation.docx (*Appendix - Standard 1*)  
Standard 1b - Attach 2 Woodcock-Johnson Testing.docx (*Appendix*)  
Standard 1b-Attach 1a Multiple Criteria for AIG Program IdentificationK-3.docx (*Appendix*)  
Standard 1b-Attach 1b Criteria Grades 4-8.docx (*Appendix*)  
Standard 1b-Attach 3 Test-Instruments Which May be Accepted.docx (*Appendix*)  
Standard 1d-Attach 5 Student Search Process.docx (*Appendix*)  
Standard 1e - Attach 6 Due Process Procedures.docx (*Appendix*)  
Standard 1f Attach 7 Student Search & Service Options.docx (*Appendix*)  
Standard 4h-Attach 9 Matching Specific Criteria REVEIW REVISED FORM.docx (*Appendix*)  
Standard 5a-Attach 10 PAGE.docx (*Appendix*)  
Standard 1b-Attach 4 Recommended Testing Procedures.docx (*Appendix*)



Public Schools of North Carolina

# North Carolina Academically or Intellectually Gifted Program Standards

*Asheboro City Schools*

*6<sup>th</sup> Generation*

*Academically or Intellectually Gifted Plan*

*2013-2016*

# NC AIG Program Standards Background Information

- **Current**: Article 9B, N.C.G.S. § 115C-150.5-.8, mandates identification and services for AIG students; **local plans to be written every three years**; and provides a state definition.
- **AIG Program Standards**: Adopted by SBE, July 2009 and updated in December 2012. Local AIG Programs and Plans centered around the state AIG Program Standards.
- **Practices**: Clarify the standards, describe what an LEA should have in place, and guide LEAs to improve their AIG programs.



# Local AIG Plan Submission Overview

- Based on a Self-Assessment, LEAs will determine practices on which to focus and improve for this 3-year plan cycle; 2013-2016.
- Local school board-approved plans due to SBE/DPI by July 15, 2013; submitted electronically.
- Evidence-Based Program Review will take place in 2015. Growth will be considered.
- ***GOAL: Meaningful, effective, and reasonable.***



# AIG Plan Self-Assessment Process

Survey Responses Received From:

- 94 Teachers
  - 22 Elementary Parents
  - 49 Middle School Parents
  - 38 High School Parents
- 275 Elementary & Middle School Students
  - 7 Principals



# AIG Plan Self-Assessment Process

## AIG Advisory Team 2013

- Participants are representative of the diverse population and interests within our district and oversee the continued implementation of the Academically or Intellectually Gifted Plan
- Central Office Staff, Teachers from Elementary, Middle and High School, AIG Consultants, School Counselors, Principals, and Parents
- Meetings scheduled on 1-28, 3-4, and 4-25



# NC AIG Program Standards

- **St 1: Student Identification**

- The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

## **FOCUS PRACTICES:**

- Practice A: Articulates and disseminates the procedures
- Practice C: Uses multiple criteria for identification
- Practice D: Initiates process for under-represented populations



# Criteria for Identification K-3

Pathways	Intelligence Test	Aptitude	Achievement – National Normed Test	Performance / Motivation	Portfolio
<p><b>One</b></p> <p><b>Must meet ALL criteria</b></p> <p>Requires Individual Differentiated Education Plan (IDEP)</p>	<p>98% - 99% Composite</p>		<p>98%-99% Reading and/or Math</p>	<p>Teacher recommendation based on Teacher Observation of Potential in Students (TOPS Observation Form), checklists, and work samples</p>	<p>Student Product – Exemplary Quality using Portfolio Rubric</p> <p>Must be reviewed by the Needs Determination Team</p> <p>Portfolio artifacts must be in area under consideration</p>



# Criteria for Identification 4<sup>th</sup>-8<sup>th</sup>

Pathways	Intelligence Test		Aptitude	Achievement – National Normed Test		Rating Scale
<b>One</b> Requires Individual Differentiated Education Plan (IDEP)	95% - 99% Composite					
<b>Two</b> Must have intelligence or aptitude <b>and</b> achievement in area under consideration	≥90% Composite	<b>O</b> <b>R</b>	≥90% Composite Or ≥90% Partial Composite Reading = V + NV V or NV Math = Q + NV Q or NV  (average of standard age scores SAS converted to %)	≥90% Reading , Math , or Core Total		
<b>Three</b> <b>Multiple Indicators</b> Must have one standardized test <b>and</b> Rating Scale	≥90% Composite	<b>O</b> <b>R</b>	≥90% Composite Or ≥90% Partial Composite Reading = V + NV V or NV Math = Q + NV Q or NV  (average of standard age scores SAS converted to %)	≥90% Reading and/or Math	<b>A</b> <b>N</b> <b>D</b>	<b>Rating Scale -</b> Score ≥ 60 on 4 of the 6 areas: <ul style="list-style-type: none"> <li>• Intellectual Ability</li> <li>• Academic Ability</li> <li>• Creativity</li> <li>• Artistic Talent</li> <li>• Leadership</li> <li>• Motivation</li> </ul> Completed by classroom teacher and 1 other Grade 4-8 teacher



# Under-Represented Populations

- Nonverbal test data
- Teacher Observation of Potential in Students (TOPS) with summary form
- Using Science Talents and Abilities to Reach Students ~ Promoting Learning in Underserved Students (USTARS~PLUS) Additional Training is Needed
- Gifted Rating Scales
- Collaboration with Regular Education, ELL and EC Teachers
- Nurturing Pool – ELL students who advance three language proficiency levels in one school year



# NC AIG Program Standards

- **St 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.

## FOCUS PRACTICES:

- Practice A: Adapts the SCOS; differentiates based on range of needs; uses supplemental resources; integrates 21<sup>st</sup> Century skills
- Practice B: Employs diverse and effective instructional strategies
- Practice G: Cultivates potential of K-3
- Practice H: Collaborates among *all* personnel



# NC AIG Program Standards

- **St 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 ongoing and comprehensive.

## FOCUS PRACTICES:

- Practice A: Employs AIG licensed educators to guide AIG program
- Practice C: Provides appropriate professional development to classroom teachers, exceptional children's personnel, counselors, and school administrators



# Professional Development

- Specific requirements for all personnel involved in AIG programs and services.
- Offer at least one of the following trainings annually for teachers with AIG clusters:
  - Characteristics & Needs of the Gifted Learner
  - Curriculum Differentiation
  - Trends/Issues of Gifted Learners
  - Methods/Models of Gifted Learners



# NC AIG Program Standards

- **St 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.

## FOCUS PRACTICES:

- Practice A: Delivers services which are comprehensive across all grade levels
- Practice E: Communicates to ensure an effective continuation of K-12 services, especially at key transition points
- Practice G: Addresses the social and emotional needs
- Practice H: Implements process for acceleration



# Middle School Multiple Level Subject Acceleration Process

- Teacher recommendation based on observation with documentation of valid data regarding student mastery in the content area showing a very strong need for more intensive differentiation.
- Demonstration of content mastery aligned with specific course standards.
- Student interest, commitment, and motivation.
- Demonstration of social and emotional readiness.
- Extensive interview with parent and student.



# NC AIG Program Standards

- **St 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.

## **FOCUS PRACTICES:**

- Practice A: Partners with various stakeholders and the community
- Practice B: Intentionally involves families
- Practice D: Shares program in native language
- Practice E: Involves stakeholders, reflecting AIG diversity, in program and planning



# NC AIG Program Standards

## • St 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.

### **FOCUS PRACTICES:**

\*Practice D: Attends to student performance data, growth, and drop-out

- Education Value-Added Assessment System (EVAAS) data will be used to determine the amount of student growth
- Disaggregate annual drop-out data to determine percentage of AIG students

\*Practice E: Monitors the representation and retention of under-represented populations in the AIG program

- Teacher Observation of Potential in Students (TOPS) in grades K-5
- AIG Consultants will collaborate with ELL, EC, and classroom teachers
- School-wide screening of achievement and aptitude in grades 3 & 7

\* Practice H: Elicits regular feedback regarding effectiveness of services



<b>School/Location</b>	<b>Date</b>	<b>Event</b>	<b>Time</b>
AHS	Monday, June 10	Retirement Breakfast and Service Awards	7:30am
AHS/PDC	Thursday, June 13	Board of Education Meeting	7:30pm
AHS/PDC	Tuesday - Wednesday, June 18-19	Administrative Leadership Team Retreat	All Day Event
AHS/PDC	Tuesday, June 25	Board of Education Retreat	5:30pm - 8:30pm
AHS/PDC	Thursday, July 11	Board of Education Meeting	7:30pm
AHS/PDC	Thursday, August 8	Board of Education Meeting	7:30pm
AHS	Friday, August 23	Convocation	7:30am



### **Student Achievements:**

- The AHS Class of 2013 graduated June 7
- Teams from each elementary school participated in the annual Battle of the Books competition; Teachey's team took top honors.
- Four elementary schools were recognized by the US Department of Agriculture, Food and Nutrition Service as HealthierUS Schools. Each ACS elementary school has now received this honor.
- SAMS held an 8<sup>th</sup> grade AVID celebration.
- The first group of AVID students to complete the full program since it began in 2007-2008 graduated as members of the Class of 2013. All eighteen students were accepted to either a 4-year college or university or a 2-year community college program.
- A group of 6th grade students at SAMS won first place for their video on school bus safety. The DPI sponsored "Making Tracks" video competition was statewide. As top finishers, the SAMS team will show their video at the N.C. State Fair and receive \$250.

### **Staff Achievements:**

- Kathy Saunders, AHS, was named ACS 2013-2014 Teacher of the Year
- Joel McClosky, CWM, was named ACS 2013-2014 Teacher of the Year finalist
- Sadie Daniels, NAMS, was honored as the Apple of Excellence for 2013-2014
- Sharon Andrews, GBT, received the NCCTM Math Teacher of the Year award
- Teacher Leadership Academy, Cohort 4: Venise Lawrence-Smith, ECDC, Amber Watts, ECDC, Elizabeth Cook, BAL, Melissa Skoglund, BAL, Keisha Dawalt, CWM, Katie Henderson, CWM, Ella Kern, DLL, Sharon Petersen, DLL, Laura Popp, DLL, Sharon Caviness, GBT, Kellie Garcia, GBT, Ashley Ellis, LP, Stephanie Wood, LP, Karen Cooper, NAMS, Vanessa Olson, NAMS, Claudia Rodriguez, NAMS, Victoria Mazur, NAMS, Julia Dawson, SAMS, Rachel Marinucci, SAMS, Catherine Byrd, SAMS, Barry Barber, SAMS, Sarah Beth Robbins, AHS, Jennifer Robbins, AHS, Zach Seabrease, AHS, D'Vera Tune, AHS, James Worstell, AHS, and Scott Walker, AHS.
- Each of the five elementary schools has now received HealthierUS School recognition thanks to cafeteria staff members and the child food services department.

### **Events bringing community into our schools:**

- With the help of community sponsors and donations, ACS collected more than 2,000 books to be sent home with elementary students this summer

# Asheboro City Schools Strategic Plan Milestones

## Board of Education Goals

**2012-2013**

**We will present our final update at our Board Retreat on June 25.**

GOAL 1: Asheboro City Schools will produce globally competitive students.

1. Every student graduates college and career ready.
  - Graduation rate for 5-year cohort at 84% or better.
  - 80% or more of students demonstrate proficiency on new Math I, Biology, and English II EOC exams.
2. Every student uses technology to access and demonstrate new knowledge and skills.
  - Expand digital expo to increase student participation. Include a real world problem-solving theme.
  - Implement North Carolina online testing in grades 3-12.
3. Expand opportunities for and increase student access to small learning communities.
  - Develop internal Health Sciences small learning community with partners.
4. Increase the number of students reading on grade level by Grade 3 to 66%.
5. All students in grades 3-8 demonstrate yearly academic growth in reading and mathematics.
  - Use common assessments to monitor student growth.
6. Implement innovative after school enrichment and intervention programs.
  - Evaluate effectiveness of current intervention programs.
7. Establish a rigorous and relevant CTE program.
  - Implement CTE strategic plan.

GOAL 2: Asheboro City Schools will be led by 21<sup>st</sup> century professionals.

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 guarantee student learning.

- Professional development focus areas: Literacy across the curriculum; Common Core state standards and new NC Essential Standards; develop and use common assessments aligned with CCSS/ES

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.

- Expand use of performance-based common assessments. Publish collection of exemplars.
- Each school develops a plan to implement student-led conferences.
- Revise K-2 report cards to implement standards-based grading practices.

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.

- Continue Teacher Leadership Academy for cohort #3. Evaluate effectiveness of TLA on past participants. Include past participants in leading professional development.
- Refine use of teacher evaluation system with new standard #6 (student performance).
- Teachers will use student performance data in professional learning communities (collaborative conversations) to improve teaching and learning.

GOAL 3: Asheboro City Schools will provide a safe and nurturing learning environment.

1. Every learning environment will be safe, inviting, respectful, supportive, inclusive, and flexible for student success.

- All schools will complete Level 3 Positive Behavior Support Training and score > 80% on the school evaluation tool (SET).

2. Every school provides an environment in which each child has positive, nurturing relationships with caring adults.

- Graduation Coach, CIS coordinator, UNC college advisor, Career Development Coordinator, school counselors, and school social workers collaborate to identify at-risk students, develop a plan of support, and monitor student progress.

- All staff focus on relationship building with students, assuring that every student has a caring adult in the school, and every student's passion is known by a caring adult.

3. Every school promotes a healthy, active lifestyle where students are encouraged to make responsible choices.

- Middle schools participate in Science of Healthful Living Physical Education project with UNCG.
- Asheboro City Schools staff and students participate in a fitness walk in the fall (JDRF on October 20, 2012) and/or in the spring (the Human Race in March or April).

4. Every school focuses on developing strong student character, personal responsibility, and community/world involvement.

- Each school conducts at least one service and/or academic project with community or global connections.

GOAL 4: Asheboro City Schools will collaborate with parents, community, and higher education partners to promote student success.

1. Provide web based parent portal to access grades, attendance, and other student data.

- All schools prepare for transition to Power School student information system.

2. Increase communication and outreach to parents.

- Continue to upgrade parent notification technology.
- All schools will develop and implement a plan for home visits.

3. Collaborate with community colleges and public and private universities and colleges to provide enhanced educational opportunities for students and staff.

- Continue to refine Career and College Promise program offerings with RCC.
- Collaborate with new STEM partners to enhance teacher and administrator capacity to prepare students for STEM careers.

4. Expand parent education opportunities through Family Alliance Network (FAN).

- Encourage expansion of wireless access in Asheboro.
- Hold at least 3 community FAN workshops.

GOAL 5: Asheboro City Schools facilities will be a point of pride.

1. Implement long range facilities plan.

- Continue to implement long range facility plans as funds permit. Complete ECDC project. Pursue athletic upgrades projects.



# 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

## MEMORANDUM

To: Board of Education Members  
From: Jane Redding, Board Chair  
Date: June 7, 2013  
Subject: **Superintendent's Annual Performance Evaluation**

The timeline and process for our annual Superintendent Performance Evaluation is outlined below. This year's process will include an executive session with the Board and Superintendent in July to review performance standards, progress toward strategic plan annual goals and milestones, and the Superintendent's self-evaluation. I hope that this session will be a time of productive dialogue as we review 2012-13 accomplishments and make plans for 2013-14.

**June 25, 2013 (Tuesday)**----- Superintendent and team review progress/results of annual goals with Board  
**5:30-8:30pm**

**By July 1**----- Superintendent submits self-evaluation to Board Chair

**July 11 Board Meeting**----- Executive Session for Superintendent and Board to review:

- Performance standards
- Annual Goals/Milestones
- Self-evaluation

(Evaluation forms distributed to all Board members)

**By July 31**----- Evaluation forms from Board members due; ***Please return to Patsy Nichols at C.O.***

**August 8 Board Meeting**----- Board discusses evaluation in executive session and develops consensus report

**Before September Board Meeting**-Superintendent and Board Chair discuss evaluation

**September 12 Board Meeting**-----Board and Superintendent discuss evaluation in executive session;  
Chair 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 (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 2012-13 school year.

If you should have any questions, please feel free to give me a call.

The Board of Education will annually evaluate the performance of the superintendent. Through evaluation of the superintendent, the Board strives to accomplish the following:

1. Clarify for the superintendent and individual board members the Board's expectations of the superintendent.
2. Assess strengths, recognize accomplishments, and determine areas for improvement of the superintendent.
3. Develop harmonious working relationships between the Board and the superintendent.
4. Provide effective administrative leadership for the school system.

The criteria for the yearly evaluation will be based on two components:

1. Progress toward annual goals for the school system established by the Board and superintendent in the fall.
2. Performance of job responsibilities in alignment with accepted performance standards.

The following guidelines will be used in the evaluation process:

1. The Board will review progress toward annual goals.
2. Each member of the Board will complete a performance review evaluation form and submit it to the Board Chairman.
3. The superintendent will submit a written self-evaluation to the Board Chairman.
4. The Board will hold an executive session at the regular July Board meeting to discuss the superintendent's evaluation and develop a consensus report.
5. The Board Chairman is responsible for completing the composite evaluation form which reflects the Board's evaluation. The Board Chairman will meet with the superintendent to discuss the evaluation prior to the regular August meeting of the Board.
6. The Board will meet with the superintendent in executive session at the regular August Board meeting to discuss and finalize the annual evaluation. The final report will be signed by the Board Chairman representing the Board and by the superintendent.
7. The evaluation report is to be considered confidential and accessible only to the superintendent and members of the Board of Education subject to local policies and state and federal statutes.

Adopted: September 8, 2005