

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

**Approved by local Board of Education on:** 28-JUN-13

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

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

As LEAs continue to transform their AIG Programs 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, Buncombe County Schools local AIG plan is as follows:***

**Buncombe County Schools Vision for local AIG program:** Meeting the academic needs of our academically/intellectually gifted students is a critical component of our comprehensive instructional program. Gifted children perform or show potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. Because gifted students learn more quickly and are capable of learning at higher cognitive and abstract levels, they need a differentiated program. Students will be provided with educational alternatives that expand their knowledge, while stressing the development of independent and self directed learners who generate questions, analyze, synthesize and evaluate information and ideas. Learning experiences will incorporate the academic, intellectual, and social needs of students. The needs of students from all socioeconomic, ethnic, and cultural backgrounds are addressed through a comprehensive program design that provides challenge for gifted students. Effective collaboration, flexibility, accountability, and responsiveness characterize the program for academically/intellectually gifted students. It is the responsibility of the entire staff to meet the academic needs of the gifted students by identifying their gifts and developing those areas. Professional development for educators is an on-going component of the program. The comprehensive instructional program in Buncombe County Schools will prepare our students to be lifelong learners, effective citizens, and skilled thinkers.

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

State Funding	Local Funding	Grant Funding	Other Funding
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<b>\$1,262,288.00</b>	<b>\$245,494.00</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:** For the 2010-13 plan our goals were: (1)to add a "Frequently Asked Questions" section to the LEA AIG website, and (2)to make the screening, nomination and identification criteria available to the public. We now have a FAQs section on our Buncombe County Schools' website, and translations are available. The screening, nomination, and identification criteria are available to the public via websites, and plan updates at each school; however, we plan to communicate these processes more effectively. In our 2012-13 survey, over 80% of the parents of identified AIG students' parents believed that the processes were communicated effectively, but parent advisory members suggested they continue to see a need to disseminate these processes across Buncombe County.

### **Goals:**

1. Link AIG screening, referral, and identification processes to AIG Specialists' websites, school websites, and Buncombe County Schools' website.
2. Investigate conducting district wide meetings each fall to share screening, referral, and identifications processes, as well as, our AIG plan to all interested parents.

**Description:** The AIG Plan is available on the district website as well as all individual school websites. The additional 'Frequently Asked Questions' link will provide specific information about the screening, nomination, and identification processes for all grade levels. Information on the link will be available in English, Spanish, Moldovan and Russian.

AIG Staff will make yearly presentations at faculty meetings about the AIG Plan, including the nomination and identification process and the services available to identified AIG students.

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

- District and school websites
- Agendas from presentations at faculty meetings and school board meetings
- School newsletters
- AIG Plan

### **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:** The practice of using multiple criteria for identification is strongly advocated by the research literature in gifted education. Academically or intellectually gifted students present an array of characteristics that are manifested differently in home and school environments. Various social, economic, and cultural factors influence academic performance and mandate casting a wide net in the screening and identification process so as to overcome the under representation of minority, limited English proficiency, and disadvantaged students in programs for gifted students.

Our current identification model uses school-based AIG Identification Teams to review data and identify students from grades 3-8. Primary students may also be identified if there is an extreme need for differentiation. Our county-wide AIG Administrative Identification Team provides a review process that ensures that no single criterion eliminates students from identification.

Our 2012-13 parent survey revealed that 77% of parents of identified AIG students considered our criteria fair. However our teacher and administrator surveys showed that, although most are aware of our use of multiple criteria for placement, many are still unclear of the process.

### **Goals:**

1. Investigate a multiple pathways approach to identification by examining other state AIG plans and research.
2. Increase the number of students from under-served populations.
3. Provide staff development for teachers and administrators to familiarize them with the AIG Plan.

### **Description:**

#### **Identification K-2**

Primary students may be identified as gifted Grades K-2 in Buncombe County. The primary student should demonstrate an extreme need for differentiation before being considered for identification.

Students must meet the minimum in all of the following:

- Demonstrated extreme need for differentiation as documented through Problem Solver Nurturing Program activities and classroom performance
- Aptitude/IQ of 96th percentile or higher on a nationally normed IQ/aptitude test administered by a licensed psychologist
- 98th or higher percentile achievement in reading and/or math on a nationally normed test
- Work samples demonstrating mastery in reading and math.
- Teacher recommendation

If the School-Based AIG Identification Team determines that the student does need differentiation, the student will be identified as AIG R/M. An Individualized Differentiation Plan (I-DEP) will be developed by the student's AIG Specialist, classroom teacher(s), and parents.

If the K-2 student does not meet all of the above criteria, the School-Based AIG Identification team may refer the student to the Buncombe County Schools AIG Administrative Team for review.

### **Double Promotion Grades K-2**

A student may be considered for Grade Acceleration/Double Promotion based on the criteria below:

- 99th percentile aptitude on an individual test administered by a licensed psychologist
- Teacher recommendation
- 99th percentile achievement in reading or math on a nationally normed test
- Score on Iowa Acceleration Scale indicating a need for acceleration
- Parent approval
- Principal approval

### **Identification Grades 3-8**

Students may be identified as gifted Grades 3-8 in Buncombe County in these categories based on the North Carolina definition of Academically/Intellectually Gifted:

**(1) Intellectually Gifted (IG).** Aptitude/IQ of 97th percentile or higher on a nationally normed IQ/aptitude test within 18 months. If the IQ test was administered by a licensed psychologist when the student was at least 8 years old, the student's IQ score is reliable and may be used indefinitely.

**(2) Academically/Intellectually Gifted in Reading and Math (AIG R/M).** Students must meet the minimum in all of the following:

- Aptitude of 120/90th percentile on a nationally normed IQ/aptitude test within 18 months. If the IQ test was administered by a licensed psychologist when the student was at least 8 years old, the student's IQ score is considered reliable and may be used indefinitely.
- 93rd percentile or higher achievement in reading and/or math on either NC EOG tests or nationally normed tests. If one score is used to place, then it is recommended that the other score be at the 75th percentile or higher to be identified in both reading and math. It is recommended that students in Grades 3 and 4 be identified as AIG R/M due to the lack of historical test data to support identification in only one area.
- Grade of A or B in reading and math (the most recently completed semester or year)
- Teacher recommendation

**(3) Academically/Intellectually Gifted in Reading (AIG-R).** Students must meet the minimum in all of the following:

- Aptitude of 120/90th percentile on a nationally normed IQ/aptitude test within 18 months nationally normed IQ/aptitude test within 18 months. If the IQ test was administered by a licensed psychologist when the student was at least 8 years old, the student's IQ score is considered reliable and may be used indefinitely.
- 93rd percentile or higher achievement in reading on either NC EOG test or nationally normed test
- Grade of A or B in reading (the most recently completed semester or year)
- Teacher recommendation

**(4) Academically/Intellectually Gifted in Math(AIG-M).** Students must meet the minimum in all of the following:

- Aptitude of 120/90th percentile on a nationally normed IQ/aptitude test within 18 months. If the IQ test was administered by a licensed psychologist when the student was at least 8 years old, the student's IQ score is considered valid indefinitely.
- 93rd percentile or higher achievement in math
- Grade of A or B in math (the most recently completed semester or year)
- Teacher recommendation

Students who meet all of the above criteria within a category will be identified by the School-Based AIG Identification Team (AIGIT) and a Differentiated Education Plan (DEP) will be developed. An I-DEP will be developed for students who are identified as Intellectually Gifted.

If the School-Based AIG Identification Team determines there is an extreme need for differentiation, an I-DEP may be developed and added to the student's DEP. In order to qualify for an I-DEP, the student must meet these criteria.

- 98th percentile in area(s) of strength
- Grade of A in area(s) of strength
- Student interview conducted by AIG Specialist and classroom teacher(s) to determine motivation and interest in studying independently.
- Documented need for advanced academic content (Mathcounts scores, AMC scores, SAT scores, etc.)

If the School-Based AIG Identification Team determines that the student does not meet all of the criteria for the AIG category being considered and differentiation is not indicated, it will recommend that no services be provided at this time and that the student's progress be monitored. The AIG specialist will notify parents of the team's decision.

If the School-Based AIG Identification Team determines that a student does not meet all of the criteria for the AIG category being considered, but does need differentiation, then the student will be referred to the Buncombe County Schools AIG Administrative Team (AIGAT) for review. Additional documentation should be submitted to the AIGAT, which may include:

- Work samples demonstrating mastery in reading, writing, or math
- Teacher and/or parent rating scales such as the Scales for Identifying Gifted Students (SIGS) or the Gifted Ratings Scales (GRS)
- A student's previous grades and test scores indicating a pattern of achievement
- A formal letter of recommendation from a classroom teacher supporting a child's unique needs for differentiation

If the Buncombe County Schools AIG Administrative Team determines that the student does need differentiation, the student will be identified in the category aligned with the student's strengths, and a Differentiated Education Plan (DEP) or an Individualized Differentiation Plan (I-DEP) will be developed by the student's AIG Specialist, classroom teacher(s), and parents.

Students who belong to a traditionally under-represented population of the gifted who do not meet all of the criteria for identification by the school based AIG Identification Team, but who show a need for differentiation, should be referred to the Buncombe County Schools AIG Administrative Team for review.

### **Grade Acceleration/Double Promotion - Grades 3 - 8**

The School-Based AIG Identification Team along with the AIG Specialist will determine if there is an Extreme Need for Grade Acceleration/Double Promotion based on the criteria below:

- 99%ile aptitude
- 99%ile achievement in reading and math on NC EOG tests or nationally normed tests
- Average grade of A in all academic subjects (the most recently completed semester or year)
- Score on Iowa Acceleration Scale indicating a need for acceleration
- Principal approval
- Parent approval
- Student desire to be promoted

### **Criteria for Differentiated Services Grades 9-12**

#### Honors and Advanced Placement Classes

The Buncombe County School System supports the philosophy of student selection of courses at the high school level and encourages gifted students to enroll in Honors and Advanced Placement courses. Students should strongly consider their past performance in core subjects before making course selections. School counselors, subject area teachers, and AIG Specialists are available to advise students in the decision-making process.

### **Multiple Measures of Aptitude, Achievement and Potential**

Multiple measures that are both qualitative and quantitative are used by the AIG staff in an effort to provide opportunities for all students to show their strengths.

#### **Qualitative Measures:**

Student work samples demonstrating outstanding projects, unique ways of doing assignments, outstanding academic achievement, etc.

A formal letter of recommendation from a classroom teacher supporting a child's unique needs for differentiation

#### **Quantitative Measures:**

A variety of testing materials are available to the AIG Specialists and AIG Identification Teams including:

### **Traditional Measures of Achievement**

North Carolina End-of-Grade Tests; Reading & Math  
TerraNova, The Second Edition: California Achievement Test  
Woodcock-Johnson III Achievement Test  
Wechsler Individual Achievement Test

### **Traditional Measures of Aptitude**

Wechsler Intelligence Scale for Children - IV  
Stanford Binet Intelligence Scales  
Reynolds Intellectual Assessment Scales  
Cognitive Abilities Test  
Otis Lennon School Ability Test  
InView: Test of Cognitive Skills

### **Culturally Fair Measures of Aptitude**

Naglieri Nonverbal Aptitude Test  
Test of Nonverbal Intelligence, Fourth Edition

**Norm-Referenced Rating Scales** - used to record observations of gifted behaviors.

Scales for Identifying Gifted Students School and Home Rating Scales (SIGS; Ryser & McConnell, 2004)  
Gifted and Talented Evaluation Scales (GATES; Gilliam, Carpenter, & Christensen, 1996)  
Gifted Rating Scale (GRS; Pfeiffer & Jarosewich, 2003)

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

- Student AIG folders
- AIG Identification Team Record
- AIG Plan
- AIGAT Documentation

### **Other Comments:**

### **Practice C**

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

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

**Rationale:** To increase our under-represented populations, we have implemented a county-wide third grade testing program. All third graders will be administered the Cognitive Abilities Test-Screening Form to create an equitable, county-wide screening pool. We anticipate that this test, in addition to our traditional screening practices, will increase the number of students from under-represented populations. However, we recognize the need to examine alternative methods of screening under-represented groups. To this end, we plan to investigate programs such as U-Stars that are currently being used in North Carolina and Colorado.

**Goals:**

1. Investigate the use of U-STARS to increase number of under-represented students nominated for AIG evaluation.
2. Collaborate with the math curriculum department to develop math tasks to help identify mathematically gifted students.

**Description:** The Buncombe County Schools AIG personnel annually conduct a formal mass screening in grades 3-8 in order to establish a broad-based pool of students who may need differentiated services. Beginning with the 2012-13 school year, all third graders will be administered the Cognitive Abilities Test- Screening Form to create an equitable, county-wide screening pool. Additional screening data from tests, classroom performance, nominations from teachers, parents, and students, and observations of student behaviors will be collected and reviewed.

Particular attention will be given to potentially gifted students from culturally diverse, economically disadvantaged, or disability populations during this process. Classroom teachers will be given suggestions about setting up situations for gifted behaviors to emerge.

**Planned Sources of Evidence:**

AIG Plan

AIG student folders (containing information on measures administered and used in identification)

AIG Specialists lesson plans and schedules

**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:** A formal screening, nomination, and identification procedure is necessary to ensure consistency throughout Buncombe County Schools. All schools have designated an Academically Gifted Identification Team (AIGIT) to ensure consistency in the assessment and placement portion of the process.

A county wide Academically/Intellectually Gifted Administrative Team (AIGAT) ensures consistency across the county for students who are referred by their school based AIG identification team for review.

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

**Description:** Clear and comprehensive guidelines for identification have been developed, and we are investigating alternative methods of screening under-served populations. All AIG Specialists are updated annually on screening, referral, and identification processes, and they review procedures with their school-based AIG Identification Teams and teachers at their schools. Compliance and completion of procedures are documented on our AIG forms. In addition to Homebase, students who are identified are added to school spreadsheets, and those who are referred, but not identified, are added to our Nomination Database and their academic progress is monitored. Individual student records of identified, and nominated, but not-identified, are maintained. Additional documentation is included in our AIG notebooks that are reviewed yearly.

### **Mass Screening**

The AIG Staff conducts the student search phase of the placement process. A comprehensive screening of standardized test scores of the general student population is conducted annually in the fall. The following guidelines will be used in the mass screening:

- 85%ile or above on the CogAT Screening Form
- 85%ile or above in reading or math on the NC EOG
- 85th percentile or 115 IQ on a nationally standardized aptitude test

The Buncombe County School AIG personnel annually conduct a formal mass screening in grades 3 - 8 in order to establish a broad-based pool of students who may need differentiated services. The search phase of the placement process includes activities designed to review the general population of students and gather relevant information for instructional decision-making. Screening data from tests, classroom performance, nominations from teachers, parents and students, and observations of student behaviors will be collected and reviewed. Particular attention will be given to potentially gifted students from culturally diverse, economically disadvantaged, or disability populations during this process.

Classroom teachers or AIG Specialists will collect documentation on students demonstrating outstanding academic ability or potential. Collected data may include the following:

- Nomination form or standardized rating scale completed by classroom teacher(s)
- Copy of student's current academic grades or assessments
- Scores from current achievement tests (current within one year)
- Scores from IQ/aptitude tests (current within 18 months, if available)

Additional data may be included:

- A student's previous grades and test scores indicating a pattern of achievement
- Teacher and/or parent rating scales such as the Scales for Identifying Gifted Students(SIGS) and the Gifted Rating Scales(GRS)
- Student work samples demonstrating outstanding projects, unique ways of doing assignments, outstanding academic achievement, etc.
- A formal letter of recommendation from a classroom teacher supporting a child's unique needs for differentiation

The nomination window for most students is the first three months of the school year. However, any time a student shows a need for AIG services, a nomination will be accepted. Except in unusual circumstances, nominations must be made six weeks before End-of-Grade testing begins. Primary grade students may be nominated throughout the year if there is an extreme need for differentiation. Nominations may be received from AIG Specialists, teachers, parents, and students who self-nominate. Special attention should be given to students from culturally diverse, economically disadvantaged, or disability populations during the nomination process.

The responsibility of the AIG Identification Team is to ensure consistency in determining the degree to which a student demonstrates a need for differentiated services within the gifted program. The AIG Identification Team will be site based at the school level.

- At the high school level, it will consist of a school administrator or designee, an AIG Specialist, a high school counselor, and an Honors or AP teacher(s).
- At the middle school level, it will consist of a school administrator or designee, the AIG Specialist, and two classroom teachers who are licensed or endorsed in gifted education.
- At the elementary school, level it will consist of a school administrator or designee, the AIG Specialist, and two classroom teachers representative of the school population who are licensed or endorsed in gifted education.

AIG Identification Team will be chaired by the AIG Specialist based in each school. The team will review the data for the purpose of identification. Parents will be notified after the AIG Identification Team has matched the students' strengths and abilities with appropriate program service options using the specified criteria for that grade level. A Differentiated Education Plan will be used to document this match. There may be some students who have a Differentiated Education Plan who may also need an individualized component. Students who may need an Individualized Differentiated Education Plan could include the Intellectually Gifted child, the underachieving gifted child, the gifted child with disabilities, the highly gifted child, and the gifted child from a culturally diverse or an economically disadvantaged family. The Individualized Differentiated Education Plan will address the student's academic needs.

The county-wide AIG Administrative Team will be chaired by the AIG Facilitator. AIG Specialists representing elementary, intermediate, and middle schools will serve on the committee. Monthly meetings are scheduled to review students who are referred by their school-based AIG Identification Team.

The AIG Specialist will complete the Differentiated Education Plan or the Individualized Differentiated Education Plan. Parents will be invited by the AIG Specialist to attend a meeting to review the services recommended. The time line of fifty (50) school days from nomination to parent notification of the AIG Identification Team decision will begin when the AIG personnel receives the Permission to Evaluate form from the parent.

**Planned Sources of Evidence:**

- AIG Child Count
- Screening Pool lists
- AIG Identification Team Record of Decision Making

- Database of Nominated Students
- AIG Local Plan
- AIGAT Record of Decision Making

**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 Focused Practice for 2013-2016.**

**Rationale:** Written policies are needed to ensure consistent implementation of the AIG Plan and to protect the rights of students and parents throughout the process of identification and service. Over 80% of our administrators felt that Buncombe County Schools protects the rights of all AIG students through policies, procedures, and practices. However, among parents of identified AIG students, only 49% were aware of the process in place to hear grievances and the policies that safeguard the rights of their children.

**Goals:**

1. Provide parents with a description of the grievance procedures.

**Description:**

**INFORMED CONSENT REGARDING IDENTIFICATION AND PLACEMENT**

Buncombe County Schools will not conduct an evaluation of a child to determine whether the child demonstrates a need for Academically or Intellectually Gifted Program services without first informing parents about the nomination for gifted services, the proposed evaluations, and grievance procedures. The Permission to Evaluate document should be received prior to testing.

Parents will be notified of the results of the evaluations for the Academically or Intellectually Gifted Program.

Parent consent for evaluation does not mean that consent has been given for Buncombe County Schools to begin providing gifted program services to a child.

Buncombe County Schools must obtain parental consent for a child to receive a differentiated education as outlined on the Differentiated Education Program (DEP) or Individual Differentiation Education Program (IDEP).

## **REASSESSMENT POLICIES**

A formal reassessment process is not employed by Buncombe County Schools. It is possible that a gifted student's performance be below expectation. In such cases, it is recommended that a team including teachers, guidance counselors, principal or designee, parents and students will meet to determine if a change in service is in the best interest of the student. After reviewing the options available, the team will make changes to the Differentiated Education Plan or develop an Individualized Differentiated Education Plan which addresses the needs of the student and specifies the academic supports and/or interventions that will be put into action to help ensure success for the student.

## **TRANSFER STUDENT POLICIES**

The school secretary, guidance counselor, parent, or teacher informs the AIG staff that a student identified as gifted from another school system has enrolled. Placement records will be requested from the student's previous school. Upon receipt of the student's records, the AIG Identification Team will review the records, request permission to complete any needed evaluations, and then recommend the appropriate academic plan for the student. Transfer students from other school systems are not automatically eligible for AIG services, but every consideration will be made to accommodate transfer students and provide an appropriate level of service in the Buncombe County Schools.

## **PROCEDURE TO RESOLVE DISAGREEMENTS**

The following procedure is to be used by a student's parent/guardian (1) if the parent/guardian disagrees with the decision regarding identification; or (2) if the parent/guardian believes that the Differentiated Education Plan for the child who is identified as Academically/Intellectually Gifted is not being implemented as written.

### **STEP 1 - AIG IDENTIFICATION TEAM CONFERENCE**

A. A parent/guardian may make a request, preferably in writing, to the school principal for a conference with the AIG Identification Team to discuss concerns about identification and/or implementation of the child's Differentiated Education Plan.

B. The AIG Identification Team, including the school principal, reviews the student's record and nomination, identification, and service options decision. The committee may gather additional information about the student from teacher(s) and/or parent/guardian as needed.

C. The AIG Identification Team grants the conference within five (5) school days of receipt of the request and responds to the parent/guardian in writing within five (5) school days after the conference.

If the disagreement is not resolved at the AIG Identification Team conference, then proceed to Step 2.

## STEP 2 - APPEAL TO THE DIRECTOR OF ACADEMICALLY/INTELLECTUALLY GIFTED SERVICES

- A. The parent/guardian may appeal the decision of the school AIG Identification Team in writing to the Director of Academically/Intellectually Gifted Services within five (5) school days of receiving the written response from the school team. The parent/guardian must, in writing, explain concerns and specific points of disagreement with the school AIG Identification Team.
- B. The Director of Academically/Intellectually Gifted Services (or designee) will convene a panel to review the disagreement within ten (10) school days of receipt of the appeal. This panel will include the Superintendent (or designee) and other members at the discretion of the Director.
- C. The Director of Academically/Intellectually Gifted Services (or designee) will respond, in writing, within five (5) school days to the parent/guardian and principal concerning the outcome of the review.

Mediation conducted by school system staff is an option for the parent/guardian at any step in this process. In the event that the local disagreement procedure fails to resolve the disagreement, the state level disagreement procedure may be requested by the parent/guardian.

## STEP 3 - STATE LEVEL DISAGREEMENT PROCEDURE

- A. The parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. This must be done within thirty (30) calendar days. 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/Intellectually Gifted student,
  - or
  - (ii) whether the local plan for Academically/Intellectually Gifted Services 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.
- C. In the event that the parent/guardian prevails in a due process hearing, Buncombe County Public Schools is not responsible for parent/guardian attorney fees.

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

- School Record of Decision Making
- AIG Identification Team Notebook
- AIG Staff Meeting Agendas
- Student AIG folders
- AIG Plan
- Parent Grievance Notification

**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:** Parents play an important role in the collaborative development of Differentiated Educational Plans for their children. Annual reviews of program options ensure the provision of appropriate service options.

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

**Description:** Upon recommendation by the AIG Identification Team for placement, a meeting is scheduled with the student's parents or guardians. Translators are provided as needed. During this meeting, the identification process, service delivery options, and student's Differentiated Education Plan (DEP) are reviewed. After parents consent to placement indicated by signatures, the student is added to Home Base, and the AIG Specialist's student spreadsheet. AIG student folders containing all relevant documentation are kept on file at each school.

An Annual Review form is sent home at the end of each year. The Annual Review includes yearly test data, grades, and a recommendation for services for the following year. Any reduction in services requires parental approval. Additionally, a Cluster Differentiation Document indicating content differentiation used by the classroom teacher is filed in the student's folder.

Differentiated Education Plans are updated as students' progress through elementary, intermediate, middle, and high schools. Updated Differentiated Education Plans are shared with parents during transition meetings.

**Planned Sources of Evidence:**

- Student AIG folders (containing written consent)
- AIG Plan website
- AIG Identification Team notebooks
- AIG Plan

**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** The NCSCOS is the standard curriculum required for all students in the NC public schools. This curriculum must be differentiated in order to meet the diverse academic needs of our academically gifted students. Due to recent changes in the NCSCOS, we continue to align our curriculum in order to better serve gifted needs.

Our AIG specialist self-assessment of the current gifted curriculum recognizes strength in humanities-based units. Our alignment will include a balance of more STEM opportunities in order to better meet the needs of 21st century learners.

### **Goals:**

1. Revise existing AIG curriculum units to align with NCSCOS.
2. Develop new AIG curriculum units focusing on Science, Technology, Engineering, and Math.
3. Update existing curriculum maps.
4. Investigate ways to serve AIG students at the high school level other than honors and Advanced Placement courses.

**Description:** The Academically/Intellectually Gifted Program builds upon and extends the North Carolina Standard Course of Study. A curriculum map has been developed for problem solver groups in grades 1-2 and enrichment groups in grades 3-8. Integrating thinking and technology skills with topics in reading/language arts and math, the curriculum includes advanced content and resources that challenge gifted learners. Concept-based curriculum units have been written and implemented by the AIG Staff for use in the enrichment classes for grades 3-8. The AIG Staff has employed essential questions as a tool to guide curriculum mapping for the AIG enrichment classes. Teachers take into account student learning styles, interests, and readiness then adapt the curriculum using specific instructional strategies.

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

- Sample curriculum units, lessons and activities
- Curriculum Map
- Supplementary instructional resources
- Student Survey
- DEP's and IDEP's

- Classroom Teacher Differentiation Documentation
- Student surveys
- Student Exit Tickets

**Other Comments:**

**Practice B**

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

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

**Rationale:** Gifted learners share the ability to think with more complexity and abstraction than other learners of the same age, experience, and environment. These gifted learners require challenging, differentiated curriculum. According to surveys of teachers, parents, and administrators, the majority agree that the school provides differentiated and challenging instruction in a setting which develops the highest potential of the student. While there is a drop in the percentage of satisfaction reported, we determine this to be related to the changes in curriculum overall. With Practice A focus and revision, we expect Practice B satisfaction percentages will increase.

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

**Description:** Teachers and AIG Specialists support students by offering differentiated instruction that allows for exploration, problem solving, higher order thinking, use of multiple intelligences, and performance-based research. Teaching strategies include a variety of teaching formats, address student's learning profiles, and require students to derive their own understanding of the content through inquiry.

Gifted students are placed in cluster groups to facilitate the peer interaction necessary for the cognitive growth of the AIG students. Cluster group teachers are required to complete our local AIG endorsement class, and describe the ways they have differentiated the curriculum for their AIG students on a cluster differentiation checklist each year. A copy of this document is filed in the individuals students AIG folder each year. Flexible grouping options are available in classrooms to meet the unique needs of the gifted student.

Strategies for differentiation include, but are not limited to, anchor activities, curriculum compacting, Socratic seminars, problem-based learning, experiential learning, and tiered assignments.

**Planned Sources of Evidence:**

- Classroom Teacher Differentiation Documents
- Samples of Lesson Plans
- Teacher Observation Records

**Other Comments:**

### **Practice C**

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

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

**Rationale:** Our AIG specialist self-assessment of the current gifted curriculum recognizes strength in humanities-based units. Our alignment will include a balance of more STEM units and opportunities in order to better meet the needs of 21st century learners.

### **Goals:**

1. Update our research-based curriculum materials to support our new and revised curriculum units.
2. Include more Science, Technology, Engineering, and Math (STEM) lessons and/or units in our AIG curriculum.
3. Provide more supplementary materials for AIG cluster teachers, as funding permits (such as William and Mary, Art of Problem Solving, MathCounts, etc)

**Description:** Buncombe County Schools is committed to the development of locally written gifted curriculum resource units based on state and national standards. These units are challenging and developmentally appropriate for gifted learners. Understanding By Design (UbD) developed by Wiggins and McTighe, as well as AIG curriculum models developed by Sandra Kaplan and Carol Ann Tomlinson are used as curriculum development models. Additionally, Buncombe County Schools uses commercially prepared curriculum materials that are especially appropriate for gifted students such as William and Mary units, Tom Snyder problem-based learning, and Marcy Cook math materials. Units based on the Intel: Teaching Thinking with Technology model have been developed by the AIG Staff, as well as, Moodle and itslearning units.

Buncombe County Schools AIG program employs a wide variety of advanced educational materials and resources to enrich, extend, and accelerate the curriculum. The curriculum maps and units that are used address a wide range of ability levels and include many entry points.

- Concept based curriculum units
- Intel integrated units
- Curriculum maps
- Hands-on Equations
- Caesar's English
- Marcy Cook math materials
- Creative Beginnings materials
- Socratic seminars
- Tom Snyder computer simulations
- Habits of Mind
- Edward DeBono's Six Thinking Hats
- Integrated technology
- Financial Literacy Units
- Stock Market Game
- NASA Units
- Robotics

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

- Buncombe County Schools Curriculum Resource units
- Lists of curriculum resources used in the Nurturing Program as well as the AIG Program
- Service delivery notebook maintained in elementary and middle school
- Records of county wide curriculum initiatives (Balanced Literacy, Big 6, QTL, Thinking Maps, problem based learning, inquiry science, DMI)
- State Honors Curriculum Units
- AP National Curriculum
- Curriculum Map
- Student Survey
- AIG PLC Agendas

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

**Rationale:** Gifted students require authentic, challenging, differentiated curriculum and instruction to meet their intellectual need for complexity and abstraction. Within the context of the NCSCOS, students must also learn essential skills such as critical thinking, problem solving, communication, and collaboration. Gifted learners must develop these skills in order to become successful contributors to our global society.

Our AIG specialist self-assessment of the current gifted curriculum recognizes strength in humanities-based units. Our alignment will include a balance of more STEM units and opportunities in order to better meet the needs of 21st century learners.

### **Goals:**

1. To integrate 21st content and skills into our AIG curriculum units.
2. Investigate ways to include mentorships and service learning into our AIG curriculum units.
3. Investigate ways to encourage AIG students to apply their learning in the context of real world situations (mentorships, service learning, opportunities for civic involvement, etc.)

**Description:** The Buncombe County Schools AIG curriculum resource units contain a variety of 21st century content and skills. Units focus on high-level content, as well as, critical and creative problem solving. Performance based assessment is an integral part of the units. AIG Cluster Grouped classes provide content acceleration and enrichment. High School honors and Advanced Placement classes offer a rigorous curriculum designed to meet the academic and intellectual needs of gifted students.

In 2012-13, AIG Specialists were trained to develop units using the software, itslearning. Each AIG specialist created a web-based unit of study for their students to access at school and at home. Other units have been developed using Moodle. We continue to integrate technology into our curriculum.

**Planned Sources of Evidence:**

AIG Curriculum Units  
State Honors Curriculum  
AP National Curriculum  
Differentiation documentation forms

**Other Comments:**

**Practice E**

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

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

**Rationale:** Buncombe County Schools uses varied and ongoing curriculum and assessments in order to meet the academic, intellectual, social and emotional needs of gifted learners and to provide equity and excellence in the overall educational program.

AIG specialists are included in all assessment training (NCFalcon, PowerSchool, etc.) and have received training on disaggregated data applying to AIG students from county Data Coaches. Elementary specialists also have trained with online CogAT testing in order to assure equitable screening opportunities for all students.

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

**Description:** Through the use of locally developed common assessments, state end-of-grade/end-of-course testing, and informal observations, teachers are able to determine students' current academic performance and ensure their educational needs are met. AIG Specialists collaborate with administrators, classroom teachers, counselors, and others to analyze assessments of AIG students in order to extend or review the curriculum to meet the needs of the gifted learner. The AIG Staff will use rubrics to evaluate students' progress through the curriculum resource units.

**Planned Sources of Evidence:**

- Curriculum Resource unit rubrics
- Exit tickets used in the AIG Enrichment classes
- Journal responses from the AIG Enrichment classes
- End of Grade skill assessments
- Common Assessments in reading and math completed in the regular classrooms

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Buncombe County recognizes that gifted learners have unique social and emotional needs; therefore, they require access to appropriate support systems and counseling to assure their affective well being. Twenty-first century skills emphasize life and career skills including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility that are equally important for gifted students. To survive in a globally competitive world, gifted children need creativity, problem-solving skills, a passion for learning, dedicated work ethics, and life-long learning opportunities. The focus of these lessons is to help each student understand and deal successfully with his/her own giftedness as well as address the unique educational needs of the gifted individual.

Data surveys report that 85.6% of elementary school teachers, 88.3% intermediate/middle school teachers, and 86.1% of administrators agree that the LEA's instructional practices support the social and emotional needs of gifted learners in their schools. Thus, this practice will be maintained.

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

**Description:** Affective growth of the child is addressed through the development of persistence, leadership skills, creative thinking and intellectual risk taking while involved in a supportive nurturing environment. Affective education lessons are incorporated into the enrichment class curriculum. These lessons help students as they transition into the AIG Program and between school levels. Topics include gifted awareness, multiple intelligences, an awareness of multiple perspectives, perfectionism and coping with the unique stress that comes with being gifted. Since gifted children have unique social needs and may feel different from peers of their own age, experience and environment, appropriate counseling and support is available. Children who are gifted require time with others who are similar to them to promote cognitive, academic and social growth. Cluster grouping is used in grades 3-8 for the areas of language arts and math. The high school counselors and the AIG Middle School Specialists assist with course selection for 9th graders. High school counselors assist students in planning for post- secondary education.

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

- Lesson plans on gifted awareness
- Bibliotherapeutic reading list
- Cluster Teacher Differentiation Documentation
- Student Surveys

### **Other Comments:**

### **Practice G**

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

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

**Rationale:** Buncombe County recognizes that gifted learners, including children from poverty, are shaped by their early educational experiences. To insure that their potential is developed and optimized, young children need access to an appropriately challenging and engaging education early in their schooling.

Parent surveys reflect an above 75% satisfaction with the current Problem Solvers service. First and second grade teachers report a 93% satisfaction with current service provided to their education level. Overall, there is a 98% satisfaction rate with Buncombe County Schools' promotion and development of young (K-3) students. This evidence supports the maintenance of this practice.

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

**Description:** The Buncombe County Problem Solvers nurturing program is available for students in first and second grade who demonstrate a need for enrichment beyond the regular classroom setting. Young gifted children may demonstrate their unusual intellectual skills in a wide variety of ways, with respect to interest, skill level in particular areas, and social development. Since unique patterns of development can be observed in young children, the program is fluid, with students attending Problem Solver groups intermittently according to their individual needs at a given time. Students are selected for participation by their classroom teacher based on intellectual ability, academic ability, creativity, and motivation. Selection is based on outstanding performance on these indicators as compared to typical children of the same age in regular educational settings. Staff development is provided for teachers in grades 1 and 2 to help them recognize potential in children from underrepresented groups.

One of our primary tasks is to make appropriately advanced content available, through the use of higher order thinking skills, manipulative math materials, as well as inquiry through dialogue and language experience activities. The learning environment should also offer the opportunity to discover intellectual peers at an early age. The nurturing program is called "Problem Solvers" as these students are not formally identified as Academically or Intellectually Gifted.

Curriculum Design:

- 1) The Buncombe County Schools AIG Program curriculum map is used to guide instruction in the Problem Solvers classes.
- 2) Emphasis is on higher order problem solving and information processing that will build upon the child's existing strengths and abilities.
- 3) Affective growth of the child is addressed through the development of persistence, leadership skills, creative thinking and intellectual risk taking while involved in a supportive, nurturing environment.

Program Services:

- 1) The AIG Specialist will offer the "Problem Solvers" nurturing enrichment class to students in first and second grades.
- 2) Kindergarten students will receive consultative services.
- 3) Problem Solvers in first grade will meet a minimum of 30 minutes biweekly.
- 4) Problem Solvers in second grade will meet a minimum of 30 minutes weekly.
- 4) Letters will be sent to parents of Problem Solvers explaining the nurturing program. AIG Specialists will be available for conferencing with parents.

**Planned Sources of Evidence:**

- AIG Specialist Collaboration Log
- List of Problem Solvers from Grades 1-2 in Service Delivery Notebook
- AIG Curriculum Map
- AIG Staff Handbook
- Problem Solver Lesson Plans

**Other Comments:**

**Practice H**

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

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

**Rationale:** Collaboration among AIG personnel, classroom teachers, counselors, administrators and others related to the AIG student's success is essential as we implement a differentiated curriculum. AIG Specialists possess specialized knowledge about instructional strategies and curriculum modifications appropriate for gifted students. AIG Specialists facilitate collaboration with regular education teachers, parents, and other instructional personnel to plan and utilize appropriate materials and strategies.

As AIG Specialists, classroom teachers, and curriculum specialists continue to align curriculum and materials with the current NCSCOS changes, continued collaboration will be essential to facilitating student success. Thus, Practice H will be a focus practice for 2013-2016.

**Goals:**

1. To facilitate discussion and collaboration between AIG Specialists and Curriculum Specialists.
2. To provide staff development for regular classroom teachers to assist them in differentiating for the AIG students in their classroom cluster groups.

**Description:** The AIG Staff meets monthly to plan advanced content lessons. The AIG Specialist meets periodically with the classroom teacher as well as other school personnel to plan for the academic needs of the AIG student. Documentation of these meetings will be maintained in a Collaboration Log. AIG Specialists participate in grade level Professional Learning Communities as time allows.

**Planned Sources of Evidence:**

- AIG Staff meeting agendas and minutes
- AIG Specialist Collaboration log

**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 and families to ensure effective programming, a continuum of services, and support school transitions.

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

**Rationale:** Gifted learners possess the ability to think with more complexity and abstraction and learn at faster rates. Gifted learners require challenging, differentiated curriculum incorporating rigor, relevance, and relationship. A curriculum map has been developed to ensure an articulated and consistent level of service within the LEA. The curriculum map extends and enriches the NCSCOS.

The Differentiated Education Plan (DEP) and service options are reviewed with parents via an Annual Review document to ensure effective programming, a continuum of services, and school transitions. Ninety-one percent of elementary school teachers report that the documentation is reviewed annually; intermediate/middle school teachers report that over 80% of reviews occur annually. One hundred percent of administrators report that this documentation is reviewed annually with parents. However, forty-two percent of parents report uncertainty of whether or not the annual review occurs. Anecdotal evidence from the Parent Advisory Committee suggests that this discrepancy relates to the parent understanding of the survey jargon. Because survey data articulates parent confusion over recognition of these annual review forms, we will work to strengthen their understanding by utilizing the School Messenger System to alert parents when this annual review documentation is sent home.

### **Goals:**

1. Notify parents about Annual Review document through School Messenger System.
2. Update curriculum map to reflect changes in the NCSCOS and new AIG units.

**Description:** The Buncombe County Schools' DEP articulates the Learning Environment and Content/Process/Product Modifications based on the student's AIG Identification. The DEP is shared with parents during placement meetings, and their input is welcomed. An Annual Review form detailing student's grades, test data, and services is given to parents at the end of each school year. Differentiated curriculum is documented through the use of the Cluster Differentiation Documentation Form which is completed by the cluster teacher with the help of the AIG Specialist. The AIG Curriculum Map outlines the AIG Curriculum K-12.

## **AIG Curriculum Map**

### **Grades K-2 Problem-Solver**

Students in Kindergarten through Second Grade will:

- Make appropriate use of activities which extend manipulation, experimentation, and application
- Develop reasoning skills through logic and problem solving activities
- Begin to develop a sensitivity to language and an awareness of the functions of words and figurative expressions as they contribute to the appreciation of good literature
- Develop skills of independent, critical, and creative thinking skills

## Grades 3-8 AIG Enrichment

Students in Grades 3-8 will continue to build on primary skills, plus:

- Gain awareness of themselves as individuals who have unique academic and socio-emotional needs
- Participate in activities which develop independent, critical, and creative thinking skills
- Develop independence in identifying and solving meaningful problems
- Begin developing mathematical reasoning and problem-solving skills that call for authentic application of concepts in non-practiced contexts
- Develop their desire and ability to communicate intelligibly and creatively
- Develop the ability to think critically about humankind and demonstrate social responsibility in a global community
- Develop the ability to collaborate effectively with diverse teams to accomplish a common goal
- Monitor one's own understanding and learning needs and demonstrate commitment to learning as a lifelong process
- Apply higher level thinking by expanding concepts and skills in the following areas: Information Literacy, Media Literacy, and Technology Literacy

Sources: NC Standard Course of Study, Partnership for 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)).

### Required Activities in Grade 3

- People Making a Difference- a concept-based unit about heroes
- Use digital technology as a tool to research and communicate information
- Caesar's English – advanced vocabulary from classic books and Latin roots (Lessons 1-4)
- Gifted Awareness
- Algebra Thinking First Experiences – Lessons 1-5 of Balances and Tables and Pastures (Collections and Balance Logic are optional)

### Required Activities in Grade 4

- Our World, Our Future – a concept-based unit on the environment
- Use digital technology as a tool to research and communicate information
- Caesar's English – advanced vocabulary from classic books and Latin roots (Lessons 5-12)
- Introduce Six Thinking Hats (DeBono)
- Gifted Awareness
- Algebraic Thinking (Hands On Equations, Level 1)

### Required Activities in Grade 5

- Journeys – a concept-based unit on immigration
- Use digital technology as a tool to research and communicate information
- Caesar's English – advanced vocabulary from classic books and Latin roots (Lessons 13-20)
- Review Six Thinking Hats (DeBono)
- Gifted Awareness
- Algebraic Thinking

### Required Activities in Grade 6

- Building Bridges – a concept-based unit on understanding cultural differences
- Part 1 of a 3-year concept-based unit on financial literacy
- Use of digital technology to create an authentic project
- AIG Awareness

### Required Activities in Grade 7

- Conflict – a concept-based unit on understanding conflicts, past, present, and future
- Part 2 of a 3-year concept-based unit on financial literacy
- Use of digital technology to create an authentic project
- AIG Awareness

### Required Activities in Grade 8

- My Place in the World – a concept-based unit on self direction and understanding
- Part 3 of a 3-year concept-based unit on financial literacy
- Use of digital technology to create an authentic project
- AIG Awareness

The AIG Curriculum Map is reviewed annually and updated as necessary. It is a working document that is continually reviewed and updated to remain current with 21st century skills, new technology, and current research-based practices in general education and gifted education.

### Grades 9 through 12

Students will self select honors, advanced placement or dual enrollment courses. It is recommended that students select courses from their areas of strength, interest, and desire for advanced student.

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

- DEPs
- Cluster Differentiation Documents
- Documentation of Transition Meetings
- Lesson Plan Samples
- Curriculum Map
- Annual Reviews

### **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:** Because AIG licensed personnel have education and experience in working with gifted populations, it is important that the Buncombe County AIG Plan be developed and maintained by these professionals. Their specialized training and expertise ensures appropriate implementation of the NC Gifted Program Standards and Article 9B. Buncombe County Schools employs a Lead AIG Teacher to monitor the local AIG program and plan, making this a maintained practice.

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

**Description:** The Buncombe County AIG Program employs a Lead AIG Teacher to administer the local program. The Lead AIG Teacher serves under the auspices of the Buncombe County Schools Curriculum Department.

Lead AIG Teacher license requirements:

- A clear non-provisional license in gifted education
- Master's degree in Education

Job responsibilities:

- Sets agenda and chairs meetings for AIG Specialists
- Facilitates all Buncombe County AIG Endorsement workshops
- Prepares and maintains the Buncombe County Schools AIG Plan
- Coordinates with the Curriculum Department regarding the AIG budget
- Follows up on decisions and informational items from meetings with AIG Specialists
- Coordinates curriculum development activities for AIG Staff
- Serve as advisor for AIG staff questions and related issues
- Manages the testing materials needed for the AIG Program
- Chairs the Administrative Identification Committee

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

- AIG Specialist credentials
- Teacher Evaluation instrument
- Administrative Team Identification Notebook
- AIG Staff Handbook
- AIG Staff Agendas and minutes

**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:** The best teachers of gifted children are those with specific training in gifted education and have a genuine interest in and liking of gifted learners (Karen Rogers). Each of the AIG Specialists is assigned the tasks of meeting the academic, intellectual, social and emotional needs of gifted learners through a comprehensive and appropriately differentiated educational program.

Though the current survey data indicates classroom teachers and principals do not fully understand the scope and intensity of our present AIG curriculum and instructional techniques, we believe that this can be addressed through focused collegial interaction among AIG teachers, classroom teachers, and school administrators already in place and designed to increase the understanding of and commitment to our AIG Curriculum across the school's professional community.

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

**Description:** AIG Specialists will have a clear non-provisional license in gifted education.

Job description:

- Assists in evaluation of Buncombe County Plan for Gifted Education
- Collaborates with classroom teachers to support classroom differentiation
- Co-teaches in cluster group classes as time allows
- Supports staff development for cluster teachers
- Provides explicit and direct instruction in enrichment groups for identified AIG students in grades 3 – 8 for a minimum of 45 to 60 minutes per week
- Provides explicit and direct instruction to problem solver groups for students in Grade 1 – 2
- Participates in curriculum development activities
- Communicates with parents and the community regarding AIG services
- Receives and processes nominations for gifted services including administering and scoring any necessary tests
- Serves as chairperson of gifted identification teams in the schools served
- Prepares and revises Differentiated Education Plans
- Maintains local and state headcounts
- Conducts and documents annual reviews of student progress
- Maintains AIG student confidential files
- Participates in monthly PLC meetings.

**Planned Sources of Evidence:**

- AIG Specialist detailed weekly schedules
- AIG Specialist collaboration log
- Surveys
- Teacher Evaluation Instrument

**Other Comments:**

**Practice C**

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

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

**Rationale:** Gifted learners require teachers and other personnel involved in their education to have necessary knowledge, skills and understandings to provide an appropriate and challenging instructional program. Our current survey data indicates that 93% of our principals report that they agree or strongly agree that this is our current practice.

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

**Description:** Required Expertise or License for Personnel Involved with the AIG Program

Curriculum Department Manager: Overall knowledge of AIG Program

Lead AIG Teacher: A clear non-provisional license in Gifted Education, MA in Education

Academically and/or Intellectually Gifted Specialist K – 8: A clear non-provisional license in Gifted Education and classroom experience

School Administrator: Overall knowledge of the AIG Program

Classroom Cluster Teacher (Grades 3 – 8): Buncombe County AIG Endorsement or in process of obtaining Buncombe County AIG Endorsement; NC License in Gifted Education

Teacher of Honors Course (Grades 9 – 12): Encourage license in gifted education or Buncombe County AIG Endorsement; NC License in Gifted Education

Teacher of Advanced Placement Course (Grades 9 – 12): Encourage license in gifted education or Buncombe County AIG Endorsement; NC License in Gifted Education

School Counselor: Staff development in characteristics of gifted students and social and emotional needs of gifted students

School Psychologist: Appropriate license

Teacher (includes all licensed instructional personnel with differentiated responsibilities): Overview of Buncombe County Schools Local Plan for Gifted Education

Other licensed instructional and support personnel: Overview of Buncombe County Schools Local Plan for Gifted Education

**Planned Sources of Evidence:** • List of participants in AIG Staff Development courses ie, "Nurturing the Gifted Child"

- Database of educators who have the Buncombe County AIG Endorsement
- Database of educators with NC License in Gifted Education

**Other Comments:**

### **Practice D**

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

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

**Rationale:** Gifted learners require teachers and other personnel involved in their education who have the necessary knowledge, skills, and understandings to meet their needs in an appropriately differentiated instructional program. AIG students are placed into cluster classrooms with teachers who are AIG licensed, locally endorsed, or are in the process of obtaining this endorsement; therefore, this is a maintained practice.

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

**Description:** Classroom teachers who have clusters of AIG students will have the Buncombe County AIG Endorsement or be in the process of obtaining this endorsement. The 'Nurturing the Gifted Child' workshop is offered multiple times per year through a hybrid online course. Lesson plans documenting differentiation for gifted students and evidence of professional development are required for this endorsement. In the event that students are placed in the AIG program after the school year begins, every effort will be made to provide support for teachers who might not have Local AIG Endorsement and encourage these teachers to begin the endorsement process.

**Planned Sources of Evidence:**

- District database of licensed AIG personnel
- List of personnel with Local AIG Endorsement
- AIG Cluster Teacher Class number of identified students
- Differentiation Documentation forms

**Other Comments:**

### **Practice E**

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

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

**Rationale:** The Buncombe County School System has a commitment to ensure that the academic

intellectual, social and emotional needs of our AIG students are being met. Professional development provides AIG Specialists and other personnel working with gifted students the tools and skills needed to deliver an appropriate differentiated curriculum. For example, our recent survey data indicate that the vast majority of our elementary classroom teachers who responded to this question believe that this is our current practice. Over 75% of local administrators surveyed believe that professional development is aligned with local AIG program goals and district initiatives. Although we would like to increase the number of teachers and administrators who recognize that AIG professional development is aligned with local goals and district initiatives, we see this as a lack of communication, rather than a lack of alignment. Therefore, this is a maintained practice.

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

**Description:** The AIG Program, in collaboration with initiatives in the Curriculum Department, Title One Services, and the Technology Department, offers on-going professional development opportunities to build cluster teacher proficiencies, to enhance AIG staff expertise and to support state license in gifted education. The Lead AIG Specialist aligns professional development with Buncombe County Schools district initiatives and research-based best practices in gifted education.

- AIG Staff will participate in their school-based staff development activities to be knowledgeable of curriculum initiatives in the schools.
- As funding is available AIG personnel will be able to attend National and State Gifted Conferences
- Specific subject area workshops and conferences will be attended as funding is available
- Technology workshops within the school system will be utilized
- On-line courses are available on a variety of topics

Ongoing Unit-wide Professional Development Activities:

- An overview of the Buncombe County Schools AIG plan is offered yearly for new personnel and every three years to all personnel to introduce the current AIG Plan
- Buncombe County AIG Endorsement “Nurturing the Gifted Child” course is offered multiple times a year through an online hybrid format
- AIG staff are available to provide workshop presentations in differentiation, identification and socio-emotional needs of AIG students.
- AIG Staff are available for parent workshops regarding the needs of gifted learners

The Buncombe County AIG endorsement is designed to provide teachers and other certified personnel with the additional expertise needed to meet the needs of gifted students. Course work toward endorsement can be completed through district staff development and/or additional professional growth opportunities (e.g. conferences, college classes) as approved by a team of AIG Specialists.

### **Buncombe County AIG Competencies for Nurturing the Gifted Child Endorsement Class**

Content and Overall Knowledge:

- Understand the definition and identification of the gifted child.
- Identify gifted characteristics in diverse populations.
- Recognize the social and emotional needs of the gifted child.
- Put into practice content modifications, as needed for the gifted child.

Specific Skills/Techniques/Methodologies:

- Demonstrate the ability to assess potentially gifted students for nomination using a variety of informal and formal procedures.
- Modify the North Carolina Standard Course of Study through content, process, product, or learning environment to meet the needs of the gifted child.
- Describe and demonstrate teaching strategies designed to match learning styles of gifted students.
- Write lesson plans that demonstrate an understanding of differentiation strategies that will augment the education of a gifted child.

This endorsement requires the completion of the course "Nurturing the Gifted Child" and documentation of staff development in curriculum initiatives.

A teacher who has completed National Board Certification may use that documentation for the 25 hours staff of development.

Another option for obtaining this endorsement is to take an AIG license class from one of the colleges offering NC add-on license classes.

The Lead AIG Specialist maintains the Buncombe County AIG Endorsement database and serves as the staff development coordinator for this program.

Information regarding NC License in Gifted Education is provided to interested personnel. Support is offered by the AIG Specialists as requested by participants in the license process.

**Planned Sources of Evidence:**

- List of district wide professional development opportunities
- Class lists and participation logs of "Nurturing the Gifted Child" Course
- List of school-based staff development initiatives

**Other Comments:**

**Practice F**

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

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

**Rationale:** In the 21 century, the skills that students need to be successful in life change; therefore teachers' skills must change. A successful 21st century student must be able to read critically, write persuasively, think and reason logically, and solve complex problems. Staff development for AIG Specialists and other personnel involved with gifted education must be aligned with the new state and national standards for the 21st century. The current data indicate that the vast majority of respondents from elementary, intermediate/middle and administrator responders agree that this is our current practice.

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

**Description:** The AIG Staff will offer leadership with professional development activities at the school

and district level. The AIG Staff will assist classroom teachers as they document the differentiation used in classrooms to meet the AIG student's needs. The professional development offered to the AIG staff will a) feature information, media and technology skills, b) learning and innovation skills, and c) best practices in gifted education. This staff development will be offered by the technology department, peer AIG staff, or through district level initiatives. As funding is available, AIG Specialists are encouraged to attend the NCAGT conference and national conferences.

**Planned Sources of Evidence:**

- List of school-based and district-wide professional development opportunities
- AIG Staff meeting agendas and minutes
- Professional Development Plans for AIG Staff

**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:** Educators of gifted students view themselves as life-long learners and update themselves on evidence-based best practices. Collaboration among the AIG Specialists and staff is critical to maintain the high level of services designed to meet the needs of gifted learners. For almost twenty years, Buncombe County Schools AIG Specialists have met monthly to plan, implement, and refine applications of their professional development. AIG Specialists continually meet with other teachers to plan instruction; therefore, this is a maintained practice.

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

**Description:** The AIG Staff will meet monthly in Professional Learning Communities to engage in data analysis, planning, and curriculum development. AIG Specialists will develop and share interdisciplinary units that extend and enrichment the NCSCOS. AIG Specialists will take part in school-based staff development activities. AIG Staff will initiate and/or attend staff development as needed for continuous professional and personal growth. The AIG Staff will conduct a yearly needs assessment to determine the focus of staff development for the coming year.

AIG forms, information, curriculum resources, and documents are housed on an AIG Moodle that all AIG Specialists access. Google Drive is used to gather and share information with all AIG staff.

**Planned Sources of Evidence:**

- AIG Staff Professional Development records
- Proposed list of staff development activities based on needs assessment
- AIG Staff meeting agendas and minutes

**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:** AIG services are essential to the total instructional program of the school. In response to this statement, surveys of parents indicate a high level of satisfaction. Ninety-three percent of elementary and middle school parents agree. Total instructional programs in Buncombe County Schools are changing as the schools are beginning to explore and implement research-based service delivery models such as RtI and the Gentry Model of whole school clustering. As a result, this is a focused practice because it is important to investigate how those models support the needs of gifted learners.

### **Goals:**

1. Investigate research-based service delivery models such as RtI and whole school clustering – Gentry Model.

### **Description:**

#### **Core Services for Grades K-2 Problem Solver Nurturing Program**

- 1) Kindergarten services will be consultative. The AIG Specialist may assist the classroom teacher with materials and strategies for differentiation.
- 2) First grade nurturing program will be a minimum of 30 minutes bi-weekly
- 3) Second grade nurturing program will be a minimum of 30 minutes weekly.

### **Elementary, Intermediate School and Middle School Core Service Grades 3, 4, 5, and 6 (Required)**

AIG students will be clustered in classrooms with a locally endorsed or North Carolina licensed AIG teacher who will differentiate the NC Standard Course of Study across the curriculum to meet the needs of the AIG identified students.

- AIG students identified in reading and/or math will be clustered with a minimum of 5 identified students. It is recommended that AIG students be clustered with a minimum of 8 students; however, school size may dictate clustering. Intellectually gifted (IG) students will be clustered based on the strengths and needs identified in their I-DEP. AIG students should not be scheduled with a cluster of identified special needs students, with the exception of twice identified AIG students.
- AIG students will receive explicit and direct instruction from the AIG Specialist in a separate setting (45-60 minutes per week) for the purpose of implementing the AIG curriculum that supports and extends the NC Standard Course of Study. Students will not be required to complete assignments missed while receiving AIG services.

#### **Optional extensions of Core Services available based on time, personnel, and student need:**

A. The AIG Specialist may serve students by pushing into the classroom to co-teach or assist the regular classroom teacher with differentiated/planning instructional units.

And/Or

B. The AIG Specialist may provide small group instruction to meet the unique needs of AIG students ie., accelerated math, novel studies, EOG prep, research, social-emotional needs, organizational skills.

### **Middle School Core Service Grades 7 and 8 (Required)**

AIG students identified in reading and/or math will be clustered with a minimum of 10 identified students with locally endorsed or AIG licensed teachers. Intellectually gifted students will be clustered based on the strengths and needs identified in their I-DEP. Students are clustered with other high achieving students for instruction in math and English/Language Arts. High achieving is defined as students who have scored at Level 4 or high Level 3 on the previous year's NC EOG tests. It is recommended that AIG students also be clustered in other content areas as appropriate.

- AIG students will receive explicit and direct instruction from the AIG Specialist in a separate setting (45-60 minutes per week) for the purpose of implementing the AIG curriculum that supports and extends the NC Standard Course of Study. Students will not be required to complete assignments missed in the regular classroom while receiving AIG services.
- Differentiated reading and math curriculum are provided by the regular classroom teacher who holds AIG local endorsement or AIG license. This class will cover advanced content and be delivered at a faster pace.

**Optional extensions of Core Service available based on time, personnel and student need:**

A. The AIG Specialist may serve students by pushing into the classroom to co-teach or assist the regular classroom teacher with differentiated/planning instructional units.

And/Or

B. The AIG Specialist may provide small group instruction to meet the unique needs of AIG students ie. accelerated math, novel studies, EOG prep, research, social-emotional needs, organizational skills.

And/Or

C. The AIG Specialist may offer academic advisement in group or individual settings. The emphasis may include study skills, time management, career exploration or course selection. Extra curricular activities that extend the classroom experience may be explored.

**High School Core Service Grades 9, 10, 11, and 12:**

The Buncombe County School System supports the philosophy of student selection of courses at the high school level and encourages gifted students to enroll in Honors and Advanced Placement courses. Students should strongly consider their past performance in core subjects before making course selections. School counselors, subject area teachers, and AIG Program staff are available to advise students in the decision-making process. On-line courses are also offered in the high schools as alternatives for advanced study as are many options for dual enrollment at local and community colleges.

Early College is a non-traditional high school for students who would like an alternative to the district high schools. AIG students may apply for admission and enroll in this alternative program.

In 2014, the Buncombe County Schools Science, Technology, Engineering, and Math School will open. This school will provide opportunities for AIG students who are especially interested in STEM areas.

**Planned Sources of Evidence:**

- DEPs/IDEPs
- Program Descriptions of Optional Extensions of Core Services
- AIG Specialist Schedules
- Yearly honors report
- Home Base reports for Honors and AP Classes for each high school

**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:** Of those who responded, eighty-four percent of elementary school teachers state that cluster grouping of AIG students helps meet the needs of the AIG students. Middle school teachers had a slightly lower response, at 75 percent, to a similar survey question. Gifted learners possess the ability to think with more complexity and abstraction and learn at faster rates; therefore, they require challenging, differentiated curriculum and instruction which are developmentally appropriate and will prepare them for the 21st century. Gifted learners have different learning needs; therefore, they need time with others who are similar to themselves in order to establish cognitive relationships and to facilitate their academic, intellectual, social, and emotional growth. Through cluster grouping and the AIG service delivery plan, gifted learners' needs are addressed; consequently, this is a maintained practice.

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

**Description:** Practice 4a describes the service delivery plan for our AIG program. This service delivery plan has been written to align with the identification criteria, the overall goals of the program and the state allocated resources. As reflected in the previous practice, the time allotted for each AIG Specialist per school, the resources, and student need will dictate the optional extensions available.

An Individualized Differentiated Education Plan may be developed for twice-exceptional students and English Language Learners. An Individualized Education Plan will be developed for Intellectually Gifted students, and students who meet the criteria for an Individualized Program.

**Planned Sources of Evidence:**

- State 034 funds report
- DEPs and IDEPs
- Optional Program descriptions
- AIG Specialist Schedules

**Other Comments:**

**Practice C**

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

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

**Rationale:**

It is imperative that gifted learners are provided programs and services that reflect equity and excellence and are an integral part of the comprehensive instructional program. Gifted learners require challenging, differentiated curriculum and instruction; yet their curriculum must evolve from the North Carolina Standard Course of Study. This requires the development of curriculum, programs, and services that connect to the NC SCOS but meet gifted students' academic and intellectual needs.

The majority of stakeholders in Buncombe County Schools state that AIG services through the pull-

out enrichment program are a significant part of the AIG students' school experience. Our AIG program has evolved over the last twenty years to become an integral part of the total instructional program; therefore, this is a maintained practice.

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

**Description:** Buncombe County Schools' AIG curriculum units are extensions of the North Carolina Standard Course of Study and, therefore, are connected to the total instructional program. AIG Specialists and AIG endorsed teachers differentiate instruction to meet the needs of our gifted students. AIG Specialists collaborate with the AIG Cluster Group Teachers to assist with differentiated/planning instructional units and provide additional resources and services.

Gifted learners require time with others who are similar to themselves in order to facilitate their academic, intellectual, social, and emotional growth. In Practice 4A, cluster grouping is recommended in grades 3 - 8. Cluster grouping numbers, as defined in Practice 4a, will be reported by each school.

AIG Specialists participate in county-wide curriculum initiatives such as Balanced Literacy and Common Core workshops in order to stay informed about the system-wide instructional program, changing system-wide curriculum initiatives, and providing differentiation for our gifted students. AIG Specialists may also serve on School Improvement Teams.

The AIG Lead Specialist collaborates with the curriculum staff to ensure alignment of AIG curriculum with the NCSCOS. To facilitate this collaboration, the AIG Lead Specialist will serve under the auspices of the curriculum department.

**Planned Sources of Evidence:**

- AIG student folder
- List of LEA and school staff development opportunities
- Cluster grouping numbers reported by school, ie, grades 3-5 - classroom teachers, grades 6-8 - math and language arts teachers
- AIG Specialist Collaboration Log

**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 Focused Practice for 2013-2016.**

**Rationale:** For the 2010-2013 AIG plan, our goals were (1) The AIG plan, Article 9B, and other regulations and standards relating to gifted education will be online for easy access within the LEA. The items listed above are now online through the Buncombe County Schools' website. Since gifted students have different needs, they require teachers and other personnel who have the necessary

knowledge and understandings to be involved in their education. Receiving this information better enables them to fulfill their role in the AIG student's overall educational program as stated in the local AIG plan. Even though the information listed above is now accessible through Buncombe County Schools' website, the majority of administrators, elementary teachers, and middle school teachers state that only occasionally or seldom does Buncombe County Schools inform all personnel about the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. This is a focused practice with yearly informational meetings because there is a clear need.

**Goals:**

1. AIG Specialists will conduct yearly meetings with teachers, administrators, and support staff to inform them about the local AIG Plan, and state legislation regarding gifted education.

**Description:** AIG Specialists present information about the AIG Plan and the delivery of services directly to school staff at school faculty meetings. A PowerPoint presentation will be developed by the AIG staff to ensure consistent delivery of information to all stakeholders.

A local endorsement class is offered twice a year. Cluster teachers are required to earn local endorsement; however, all teachers are encouraged to earn local endorsement. Delivery of differentiated services and instruction for AIG students is a focus of this class.

**Planned Sources of Evidence:**

- PowerPoint presentation that describes the AIG Plan
- Agenda from school faculty meetings
- Records of communication including but not limited to teacher/staff newsletters, memos, minutes of meetings, and websites.
- Service Delivery Notebook

**Other Comments:**

**Practice E**

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

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

**Rationale:** The majority of school personnel state that there is communication among and between teachers and schools to ensure an effective continuation of AIG K-12 services. Gifted learners form a diverse group of students with a variety of academic, intellectual, social, and emotional needs different from those of other children of their age, experience, and environment; therefore, they require an effective continuation of services throughout their K-12 school experience. Continued communication with stakeholders is important to ensure continuity throughout the AIG program.

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

**Description:** AIG specialists have monthly Professional Learning Community meetings. These meetings provide the opportunity to analyze data regarding AIG students' performance, to develop and exchange curricula, discuss specific students who have transferred or transitioned to a different school setting, and receive specialized training on critical AIG related topics.

Elementary AIG Specialists complete Differentiated Education Plans for students entering sixth grade, in collaboration with the Intermediate or Middle School Teacher. In addition, intermediate and middle school specialists work closely with students and their families as they transition from elementary or intermediate school to middle school and middle to high school. Group AIG Parent meetings are conducted at each transition point. Student folders are exchanged between elementary, middle, and high school representatives, honors class enrollment is tracked, and school-wide meetings with transitioning students are scheduled and conducted.

**Planned Sources of Evidence:**

- Agendas from meetings with transitioning students and parents
- AIG Plan

**Other Comments:**

**Practice F**

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

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

**Rationale:** The majority of stakeholders agree that there is collaboration and involvement among a variety of school personnel, administrators, and parents to provide differentiated services and programming thus this is a maintained practice. Gifted learners have different needs than others their age, experience, or environment; therefore, they require teachers and other personnel involved in their education who have the necessary knowledge, skills, and understandings to meet those needs.

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

**Description:** AIG Specialists collaborate with other AIG Specialists during monthly PLC meetings. Central office instructional staff, representing all content areas, are regularly invited to present information on current trends, strategies and best practices in their respective disciplines. AIG Specialists attend school staff meetings and school-based staff development to collaborate with regular education teachers and other instructional staff to facilitate the implementation of the school improvement plan and other curricular initiatives.

Individual AIG Specialists' web pages provide upcoming program and school events calendars, lists of resources for students and parents and extra-curricular opportunities appropriate for gifted students.

The exceptional children's teacher may be invited to participate in the development of the I-DEP for the twice-exceptional AIG student. AIG Specialists may invite ELL teachers to placement meetings for ELL/AIG students. Regular education teachers may be invited to the placement meetings for newly identified AIG students.

**Planned Sources of Evidence:**

- Agendas from AIG Staff Meetings
- Agendas from school staff meetings
- AIG Specialists professional development records
- LEA and school websites
- Newsletters and student evaluations to parents

**Other Comments:**

**Practice G**

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

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

**Rationale:**

The majority of all stakeholders agree that schools in Buncombe County ensure that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students. Gifted learners have unique social and emotional needs; therefore, they require access to appropriate support systems and counseling to assure their affective well-being.

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

**Description:** AIG specialists, classroom teachers, guidance counselors, and administrators' conference as needed with students and parents to address social and emotional concerns including team placement, learning styles, family change & crisis, relationships with classmates, and other personal issues which may impact both the academic and affective needs of the individual student.

**Planned Sources of Evidence:**

- AIG Specialists Communication log
- Summary of small group and individual interventions

**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:** Gifted learners form a diverse group of students with a variety of academic and intellectual needs and the ability to learn at a faster rate. They require a range of service options with challenging curriculum that is developmentally appropriate within a comprehensive program. This will be a focused practice since the North Carolina Department of Public Instruction approved a policy for Credit by Demonstrated Mastery.

**Goals:**

1. Develop guidelines for the implementation of Credit by Demonstrated Mastery.
2. Implement Credit by Demonstrated Mastery.

**Description:**

**Individualized Program Grades 3 - 8**

The Academically/Intellectually Gifted Identification Team will determine if there is an Extreme Need for differentiation in an Individualized Program based on the criteria below:

The student must qualify for Cluster Grouping with Enrichment and meet the minimum in all of the following:

- 98%ile achievement in area of strength
- Grade of A in reading or math (the most recently completed semester or year)
- Interview with student to determine motivation and interest in studying independently (to be conducted by the AIG teacher and at least one member of the AIG Identification Team)
- Documented need for advanced academic work (i. e., MathCounts, AMC-8, AMC-10, SAT scores)

If, after reviewing all documentation above, the School-Based Team with AIG Specialists determines that an Extreme Need for differentiation is indicated, an Individualized Differentiated Plan will be developed.

**Grade Acceleration/Double Promotion Grades 3 – 8**

School-Based Team with the AIG Specialist will determine if there is an Extreme Need for Grade Acceleration/Double Promotion based on the criteria below:

- 99%ile aptitude
- 99%ile achievement in reading and math
- Average grade of A in all academic subjects (the most recently completed semester or year)
- Score on Iowa Acceleration Scale indicating a need for acceleration
- Principal approval
- Parent approval
- Student desire to be promoted

Credit by Demonstrated Mastery (CDM) was approved by the NC State Board of Education, and we anticipate that many AIG students will access this process to accelerate their learning.

**Planned Sources of Evidence:**

- IDEP or DEP with student contract
- Agenda and minutes from School-Based Team meeting

**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 Focused Practice for 2013-2016.**

**Rationale:** This was a focused practice for the 2010-13 AIG plan. A process is in place to consider identification for students who do not meet the criteria for the AIG program. The AIG Administrative Team meets to review all data in these special cases. For the last three years, data from the administrative team meetings suggests a general trend toward an increase in identification of typically under-represented populations. The majority of administrators and teachers agree that Buncombe County Schools provides gifted services for traditionally under-represented populations. However, one-fourth of school personnel were unsure if these services were provided. Gifted learners in under-represented populations require purposeful and intentional support to ensure their potential is recognized, developed, and served. Even though increases in identification and services have been shown, this will continue to be a focused practice to ensure the growth and support needed in this area.

**Goals:**

1. Target under-represented populations for initial AIG identification
2. To develop a specialized program that will provide purposeful and intentional support to ensure that the potential of students in under-represented populations is recognized, developed and optimized.
3. Locate and access staff development opportunities to prepare AIG Specialists with strategies to identify and serve under-represented populations, such as: twice exceptional, highly gifted, English language learners, and economically disadvantaged students.

**Description:** The Buncombe County School System is a diverse school system, especially in terms of the English Language Learners. We have a large population of Ukrainian, Russian, and Hispanic children. There are over 44 languages spoken in this school system. We also have a large population of economically disadvantaged students, with most of the elementary and middle schools being classified as Title One. We have invested in culturally unbiased tests, NNAT and TONI-III, to assist in identifying these students.

As stated in the goals, we will continue to explore ways to identify gifted students from the under represented populations. We will also explore staff development opportunities to assist the AIG staff in understanding the learning differences that influence a gifted child's educational experience.

We will work with the exceptional children's teachers to identify potential in learning disabled students who may need a twice-exceptional identification. As the Asperger's population grows, we will address how to best serve these unique individuals to maximize their learning potential. Staff development will be offered to AIG staff so that we can assist teachers who have students with Asperger's Syndrome in their classroom.

**Planned Sources of Evidence:**

- DEPs and IDEPs
- Professional Development activities
- Articulated plan for serving under-represented populations
- AIG Childcount
- EOG data and trends for identified under-represented groups
- Data from pilot plan

**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:** The majority of all stakeholders agree that Buncombe County Schools encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students making this a maintained practice. Gifted students are a diverse group of learners with a variety of academic, intellectual, social, and emotional needs. To meet their needs, a range of service options and extra-curricular programs are necessary.

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

**Description:** Buncombe County Schools provides an array of K-12 extra-curricular programs ranging from school-based weekly enrichment groups and special interest groups, to local, statewide and national contests and programs to address the diverse needs of our gifted students.

Parents are notified of these activities through newsletters, emails, and websites.

**Planned Sources of Evidence:**

- List of opportunities for students and parents
- Records of student participation in extra-curricular academic programs ie. MathCounts, Battle of the Books, Duke TIP, Science Olympiad, Odyssey of the Mind, Governor's School, School of Science and Math, UNC-A Super Saturday Enrichment Program.

**Other Comments:**

## Standard 5: Partnerships

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

### **Practice A**

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

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

**Rationale:** Educators of the gifted involve parents/families and the community in meaningful ways. According to current surveys of parents, teachers, and school administrators, an average of 76 percent of these groups surveyed stated that school personnel communicate with parents/families to ensure that the most appropriate services are provided for gifted students. Parent response has increased since the Local AIG plan, approved in 2010; consequently, this is a maintained practice.

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

**Description:** The Buncombe County Public Schools encourages a high level of parental and community involvement. The school community creates and supports unique opportunities for educational experiences.

An AIG brochure has been developed which includes a description of the service delivery options available for gifted students in grades K-12. The brochure is available in the schools.

Communications concerning the gifted program are available in multiple languages such as Moldovan, Spanish, and Russian for parents and communities within the school district.

Community involvement will be enhanced through the following opportunities:

- mentorships
- business partnerships
- parent workshops
- newsletters
- informational letters
- community foundations

The AIG personnel in Buncombe County Schools cooperate with and support extracurricular organizations, which provide enrichment for AIG students. These include Odyssey of the Mind, History Day, Science Olympiad, MathCounts, Battle of the Books, and Super Saturday, which is sponsored by University of North Carolina at Asheville.

**Planned Sources of Evidence:**

- AIG Brochure
- Newsletters
- Agendas and minutes from related meetings or work sessions
- Examples of presentations made to parents or community groups
- Surveys of stakeholders

**Other Comments:**

**Practice B**

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

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

**Rationale:** The majority of parents, teachers, and administrators surveyed agree that Buncombe County Schools shares communication with stakeholders to assist in the collaboration and implementation of the local AIG plan. However, the AIG Parent Advisory group suggested that we develop standardized resources explaining the AIG program to maintain consistency across the county. They also suggested using the automated call system to inform AIG parents.

**Goals:**

1. Create a brochure template that can be tailored to schools.
2. Standardize placement meeting resources and handouts to parents.
3. Use automated calls to provide information to parents about the AIG program and special events.

**Description:** The AIG Plan will be posted on the LEA website. Each AIG Specialist will maintain a website at the school level, with a link to the AIG Plan on the LEA website. Information regarding the local AIG Plan will be shared at staff meetings in each school. The AIG Plan is shared with families as their child is identified and placed into the program. AIG Specialists also communicate policies with parents through newsletters, and emails.

**Planned Sources of Evidence:**

- LEA website
- AIG Staff web pages
- Agenda from staff meeting
- Informational PowerPoint presentations featuring the revised AIG Plan

**Other Comments:**

**Practice C**

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

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

**Rationale:** In our most recent survey of parents, teachers, and administrators, the most frequent response was that Buncombe County Schools "occasionally" involves stakeholders reflecting the diversity of AIG parents, and the community in the development of our AIG program. This year we created a Parent Advisory committee and invited parents reflecting the diversity of the AIG parents to attend; however, the resulting committee still did not reflect the diversity of our county. We will continue to focus on this practice based on the Parent Advisory input.

**Goals:**

1. Post survey results on the Buncombe County Schools website.
2. Explore conducting district wide AIG Parent meetings with information delivered in different languages.
3. Actively recruit AIG Parents to participate on our AIG Advisory Committee reflecting the diversity of our community.

**Description:** Annual AIG surveys are conducted seeking the opinions and suggestions of parents, students, teachers and administrators. The surveys are translated into Spanish, Moldovan and Russian. Every effort will be made to effectively communicate these surveys to parents who speak languages not presented in the translations. Survey data are examined and used to implement changes and make improvements to the county-wide AIG plan.

**Planned Sources of Evidence:** • Copies of surveys used for program assessment

- Summary of survey results
- LEA website

**Other Comments:**

**Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

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

**Rationale:** Although approximately 63% of parents surveyed indicated that Buncombe County Schools informed them of opportunities for AIG students, the most frequent response was "occasionally". Therefore, we need to examine ways to communicate opportunities more frequently to parents and in their native language.

**Goals:**

1. To maintain a list of available activities for gifted students and communicate to parents through email, print, and AIG websites.
2. To translate list of available activities for gifted students into most common native languages and communicate to parents through email, print, and AIG websites.

**Description:** AIG Specialists inform parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language. Some examples include notification about fall and spring sessions of Super Saturday classes at UNC-Asheville, Duke TIP program, summer camps, Odyssey of the Mind, Math Counts, Science Olympiads and other activities.

Buncombe County Schools also partners with Asheville Buncombe Technical Community College to offer Early College for those students for whom this is an appropriate placement.

**Planned Sources of Evidence:**

- List of appropriate activities for gifted students
- Examples or minutes from informational presentations
- Brochures, letters, flyers about activities in the community
- Newsletters (translated)
- Website - frequently asked questions posted and translated

**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:** AIG staff seeks to maintain an intentional involvement between parents/families and the community by forming partnerships with stakeholders. Over the last three years, we have compiled email databases for all parents and use these frequently to communicate with parents. Parents, teachers and administrators surveyed generally agreed that the AIG program forms partnerships with stakeholders to gain support for our AIG program; however, many were unsure how we partnered with IHE and industry. As a result of the survey data, we plan to focus on this standard.

**Goals:**

1. To communicate with parents the ways we partner with IHE and industry.
2. To investigate ways we can strengthen our partnerships with local industries.

**Description:** All Buncombe County Schools offer AIG students and their families multiple opportunities to be involved in the education process. Individual conferences are held throughout the school year, AIG open house and parent night events are held each fall, field trips are offered specifically for AIG students, and transition meetings are held as students move from elementary to middle and middle to high school. Many schools compile email databases from which weekly and/or monthly e-newsletters are sent to all AIG students and their families to make them aware of upcoming dates and activities of importance.

Buncombe County's Early College and STEM High School are appropriate options for some AIG students. The Early College is housed on the campus of AB-Tech, our local community college, and AIG students are attending this school. The STEM high school, opening in 2013-14, will be located at the Buncombe County Schools administrative offices site. At the high school level, counselors provide information about programs at IHE to AIG students.

**Planned Sources of Evidence:**

- AIG Staff Communication Logs
- School-specific email databases

- Sign-in sheets from parent meetings
- Newsletters

**Other Comments:**

## Standard 6: Program Accountability

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

### **Practice A**

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

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

**Rationale:** A successful gifted program requires the development of comprehensive AIG plan that is developed collaboratively with input from all stakeholders, implemented system-wide to ensure equity and excellence, continuously monitored, and evaluated. The Buncombe County Schools AIG Department has continuously maintained a local AIG Plan.

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

**Description:** Buncombe County Schools' existing AIG plan was developed with input from regular education teachers, AIG Specialists, administrators, parents, and county-wide administrators. Our new AIG plan is currently being developed with the help and support of all stakeholders as well. A survey of students, parents, teachers, and administrators was conducted. A Parent Advisory group met four times to complete a self-assessment of our current plan and offer suggestions to improve our new plan. An advisory group of principals, central office administrators, and regular education teachers met to evaluate our current plan and provide input into the development of our new plan. Our plan includes a process for yearly evaluation and continual monitoring for effectiveness.

**Planned Sources of Evidence:** • Buncombe County Schools' AIG Plan

- Yearly AIG Plan evaluations
- Survey results
- Agenda and minutes from meetings with stakeholders

**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:** A successful AIG plan provides a framework for decision-making and continuous program improvement (Reis 2006) to maintain the integrity of the AIG plan. An explicit and comprehensive plan for monitoring the AIG plan ensures system wide equity and excellence. Efforts have been made

and will continue to include more stakeholders in the monitoring process. The Buncombe County Schools AIG Department has consistently implemented and monitored our local AIG plan.

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

**Description:** Buncombe County Schools' AIG plan provides a number of strategies to ensure continuous monitoring at the school and system wide levels. At the school level records are kept in Service Delivery notebooks to ensure compliance. Planned sources of evidence for each standard are maintained in Evidence Notebooks at each school. At the District level, the Lead AIG Specialist offers assistance to the AIG Staff in compliance issues, testing and the NC AIG standards. The AIG Specialists PLC meets monthly and monitors the implementation and evaluation of our goals. Interim reports are completed as required and sent to the State Director.

**Planned Sources of Evidence:**

- School-based Service Delivery notebooks
- Disaggregation of EOG data
- Parent/Teacher/Student surveys
- Annual Reviews (in each AIG student record)
- Cluster Teacher Differentiation Documentation forms
- Ongoing budget documents maintained by the Exceptional Children's Director

**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:** State allocated budget funds must be used for AIG programming purposes according to state policy, and Buncombe County Schools has consistently used state funds appropriately.

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

**Description:** Buncombe County Schools prepares an annual AIG program budget to ensure proper allocation of funds. We receive local and state funding to maintain our program. All funds are directly tied to our AIG program.

**Planned Sources of Evidence:**

- Annual budget
- Yearly headcount and individual AIG staff yearly reports
- Record of AIG personnel schedules and case loads

**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:** Gifted learners form a diverse group of students with a variety of academic, intellectual, social, and emotional needs. To ensure that their potential is developed and optimized, collection and analysis of student performance data will occur. Buncombe County Schools' data coaches have been instrumental in helping us examine the data for AIG students, and we have shared this information with school personnel; however, this data has not been shared with the general public. In a continuing effort to address this need, this information will then be disseminated to all stakeholders.

### **Goals:**

1. Collect, analyze and share AIG student performance growth and drop-out data with all stakeholders.
2. Collect, analyze, and share AIG student data from EVASS with all stakeholders.

**Description:** Buncombe County Schools will conduct a yearly analysis of student performance data from EOG tests and drop-out data. This data will be shared with county-level administrators, individual school administrators, AIG specialists, and other stakeholders. This data will be used to develop and strengthen programs for gifted students.

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

- Disaggregation of EOG data and other performance indicators
- Annual reviews for all identified AIG students in grades 1 - 8
- Monitoring of course selection for high school AIG students
- Drop-out data for AIG students

### **Other Comments:**

### **Practice E**

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

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

**Rationale:** Gifted learners from under-represented populations are often overlooked in gifted programming; therefore, they require purposeful and consistent monitoring to ensure that their potential is recognized, developed, and served. In an effort to identify students from under-represented populations, the COGAT screening test was given to all third grade students this year, and we anticipate an increase in identification of students from under-represented populations. However, we continue to see a need to focus on representation of under-represented populations.

### **Goals:**

1. To identify subgroups of under-represented populations of gifted students in our program.

2. To create a system for monitoring their services, academic progress, and ongoing participation in our program.
3. To tailor our program to meet the unique needs of under-represented populations.

**Description:** Buncombe County Schools conducts a yearly analysis of student performance data from EOG tests and drop-out data will be gathered. Underrepresented AIG student group data will be disaggregated and disseminated to county-level administrators, building administrators, AIG specialists, and other stakeholders. AIG Headcount data is disaggregated to provide the subgroup representation in the AIG population.

**Planned Sources of Evidence:**

- Disaggregation of EOG data
- Disaggregation of Headcount data
- Data regarding referral and identifications trends of underrepresented populations
- Enrollment of underrepresented populations in honors and AP courses
- Program retention data
- Graduation data

**Other Comments:**

**Practice F**

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

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

**Rationale:** Gifted learners require teachers and other personnel involved in their education who have the necessary knowledge, skills, and understandings to meet the specialized needs of gifted students. The Buncombe County Schools AIG Department has continuously maintained a database of the credentials of personnel serving AIG students, including AIG Specialists, cluster teachers, and AIG licensed personnel.

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

**Description:** Buncombe County Schools requires AIG Specialists to be licensed in Gifted Education. AIG cluster group classroom teachers are required to have the Buncombe County Local AIG Endorsement or be in the process of obtaining the endorsement or be licensed in Gifted Education.

The Lead AIG Specialist maintains a database of all locally endorsed and AIG licensed teachers.

**Planned Sources of Evidence:** • List of teachers with AIG License

- List of teachers with Buncombe County AIG Endorsement
- Credentials of AIG Staff

**Other Comments:**

### **Practice G**

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

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

**Rationale:** Article 9B requires that each LEA develop a plan to involve the school community, parents, and representatives of the local community in the ongoing implementation of the local plan, monitoring of the local plan, and integration of educational services for AIG students into the total school program. Consequently, an AIG Parent Advisory Committee has been formed with representation from each district and meets regularly to discuss AIG issues, which may include updating the AIG plan, updates on legislative action, and other pertinent information.

#### **Goals:**

1. Continue to meet with Parent Advisory Groups throughout the year.
2. Increase participation of parents/families of AIG students representative of diverse populations.

**Description:** A parent advisory group representing each of the six districts in Buncombe County Schools met four times during the 2012-13 school year. The Lead AIG Specialist shared the current AIG Plan, and elicited their help in making suggestions for the revised plan. An advisory group of regular education teachers, principals, and central office administrators met twice during the 2012-13 year to assess the current plan and makes recommendations. AIG Specialists met monthly and were instrumental in the development of our new AIG plan.

**Planned Sources of Evidence:** Advisory agendas  
Self assessment documents

#### **Other Comments:**

### **Practice H**

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

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

**Rationale:** In order to provide a differentiated education where gifted learners thrive, to maximize potential and to prevent cognitive and affective harm, gifted learners must have their needs addressed. This will lead to them becoming valuable, successful contributor to our society. Regular feedback through yearly surveys of parents, students, teachers, and administrators is essential when addressing the needs of our AIG students. Since yearly surveys have been conducted for many years, this practice is shifted to maintained.

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

**Description:** Buncombe County Schools AIG Program will conduct yearly surveys of students, parents, teachers and other stakeholders to elicit feedback regarding the quality and effectiveness of the local AIG Program. AIG Specialists will maintain a list of parent email addresses to assist with communication and surveys. All communication and surveys will be available in multiple languages. Other options for communicating with stakeholders will be explored.

**Planned Sources of Evidence:**

- Data from surveys (students, parents, teachers, administrators)
- Samples of newsletters, assessments and other forms of communication with parents
- Communication logs
- Agendas from parent meetings

**Other Comments:**

**Practice I**

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

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

**Rationale:** A successful AIG Program requires continuous review and revisions from all stakeholders to ensure the quality and effectiveness in meeting the academic, intellectual, social, and emotional needs of gifted learners. Our AIG program is constantly being evaluated and improvements to our program are made as necessary, making this a maintained practice.

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

**Description:** The Buncombe County Schools AIG Plan is reviewed annually. Data is collected by the AIG Staff from each school, and assimilated into a written evaluation for the local LEA. A yearly meeting with the AIG Staff is held at the end of the school year to discuss accomplishments and set goals for the coming year. Surveys of stakeholders are also used to evaluate the program. Goals are set for the following year based on feedback received from the various stakeholders.

**Planned Sources of Evidence:**

- End-of-Year Staff Meeting agenda and minutes
- Yearly Goals
- Analysis of survey results
- Yearly evaluation of AIG Plan

**Other Comments:**

**Practice J**

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

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

**Rationale:** Recognizing that educating our AIG students is a shared responsibility with all stakeholders, a variety of data is collected and shared with school personnel to continually monitor and improve the AIG Plan. However, efforts to improve the public dissemination process are ongoing.

**Goals:**

1. To determine the most effective way of disseminating evaluation of the local AIG program to the public.
2. To disseminate data to the public.

**Description:** The AIG Specialists collect data from parents, students, and teachers through yearly surveys; however, this data has not been disseminated to the public. It has been shared with AIG specialists, and administrators. Results from the surveys are used to determine goals for our AIG plan.

AIG performance data on EOG tests is analyzed to determine the percentage of AIG students making growth on the EOG Reading and Math tests. For the 2011-12 school year, 65.3% of AIG students made growth in reading; this is considered High Growth. In math, 69.3% of AIG students made growth and this is considered High Growth.

**Planned Sources of Evidence:**

Yearly evaluation of the AIG Plan will be posted on the LEA website

**Other Comments:** We plan to explore options within the LEA for sharing AIG Plan evaluation information with the public.

**Practice K**

Protects the rights of all AIG students through policies, procedures, and practices.

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

**Rationale:** Educators of the gifted are guided by the NC Teacher Code of Ethics and the Buncombe County School Board policies regarding the conduct of teachers. The AIG Staff must maintain confidential communication about individuals and their families. This practice has become a focus in an effort to make the grievance procedure better understood and more accessible.

**Goals:**

1. Provide parents with a copy of rights of AIG students in the appropriate language, including grievance procedures.

**Description:** Written policies are in place that safeguard the rights of AIG students and their parents/families. Copies of these policies are in the AIG Plan or AIG Specialist Handbook.

**Planned Sources of Evidence:**

- AIG student folder
- AIG Staff handbook ie, NC Testing Code of Ethics, NC Teacher Code of Ethics, Buncombe County

Schools Professional Standards of Conduct and Performance for Teachers, AIG Program statement of Rights and Procedures

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

AIGPlanApprovalDoc7-10-13.pdf (*Local Board Approval Document*)