

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

**Approved by local Board of Education on:** 14-NOV-13

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Camden 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, Camden County Schools local AIG plan is as follows:***

**Camden County Schools Vision for local AIG program:** Through a passion for student centered learning, the Camden County School System will provide educational opportunities that will create students who can compete and flourish in an ever-changing global society. We, the Camden County School System, recognize our responsibility to discover, nurture, and develop the potential of each student. We believe all children have the potential for learning and success. This success should also involve all those who are talented, advanced, and gifted in an overall educational program.

It is the belief of the Camden County School system that those who exhibit gifted behaviors exist within all ethnic, geographic, and socioeconomic groups. Our purpose is to provide rigorous and relevant instruction for all students. We recognize that diverse needs require an array of service options in order to maximize the student's opportunity to develop and show gifted behaviors. These services are essential for those students who are gifted but are not reaching their potential, as well as, those students with limited learning opportunities. We will encourage continuous staff development and collaboration among teachers, parents, administrators, students, and community members to better meet the needs of talented, advanced, and gifted students.

We must prepare all students to be continuous lifelong and independent learners who can survive in an ever-changing complex society. Our vision of stimulating independent goal-oriented thinkers will then be accomplished.

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

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

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## Standard 1: Student Identification

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

### **Practice A**

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

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

**Rationale:** Camden County Schools will continue to maintain greater dissemination of information to all stakeholders about the screening, referral, and identification process for students.

**Goals:** -Strengthen and clarify the screening, referral, and identification processes to articulate and disseminate to stakeholders (parents, families, students, teachers, community persons).

-Revise and regularly update the screening, referral, and identification processes (K-12).

-Revise forms to appropriately meet the criteria for each process.

-Leadership Team (Exceptional Children's Director and AIG Facilitators) will meet to revise the existing Plan and forms.

-Advisory Board (parents, community persons, teachers) will meet to review and revise the AIG Plan and forms.

**Description:** -Parent information sessions annually (K-12)

Leadership Team (Exceptional Children's Director and AIG Facilitators) will meet to revise the existing Plan and forms. Camden County Schools will use multiple indicators to recognize students who need gifted or differentiated services. These indicators include student aptitude, student achievement, student observation, student motivation and/or interests, and student performance.

-The district will use the following as a means to disseminate the screening, referral, and identification process to all stakeholders:

\*District AIG Website

\*District AIG Plan

\*AIG Parent Handbook

\*AIG Student Handbook/Brochure

\*Information sessions such as PTA meetings/Open House.

**Planned Sources of Evidence:** -Updated handbook (brochure)

- Website

- Agendas for Open Houses
- Agendas for Faculty Meetings
- The Plan (revised)
- The revised forms
- Parent Information Night agenda/roster

**Other Comments:**

**Practice B**

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

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

**Rationale:** Camden County Schools currently employs multiple criteria for student identification, which includes aptitude, achievement, motivation, interest, and performance and teacher observation. A profile sheet is used to reflect the data collected for criteria regarding each student referred and screened.

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

**Description:** Six criteria are used in order for students to receive AIG services; five of the six criteria must be met in order for a student to be identified for AIG services. The following are the six criteria:

1. Observation Checklist-rating scale (attached)
2. Student Interest
3. Student Motivation to Learn
4. Student Performance (report cards, progress reports, teacher made tests, portfolios, EOG/EOC)
5. Aptitude Test (IQ Test) 90%ile or higher
6. Achievement Test (national norm) Reading and/or Math 90 percentile or higher

**Planned Sources of Evidence:** -Student Identification Record form

- LEA's AIG Plan
- School-based AIG Team meeting minutes and agendas
- Copies of inventories/interest lists resources

**Other Comments:**

**Practice C**

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

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

**Rationale:** The Camden County School system demographics are currently 79% white, 12% African American, 4% Two or more, 3% Hispanic and 2% other. For this reason, Camden County Schools' screening, referral and identification procedures represent the demographics of the LEA. The AIG program collaborates with the Title I teacher and Exceptional Children's teachers to evaluate and monitor students who may demonstrate academic potential from the underrepresented population. The AIG coordinator will provide staff with characteristics and needs of gifted students in the underrepresented population.

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

**Description:** The Camden County School system currently uses the following for identification: DAS-II, EOG/EOC test scores, classroom performance, teacher observations and recommendations, work samples, Kaufman Test of Educational Achievement, and student assessment information.

**Planned Sources of Evidence:** - Inventories and data collection forms (student identification profile sheet)

- Purchase orders of testing instruments

**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:** Camden County Schools maintains procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for additional rigorous academic differentiation.

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

**Description:** The initial screening pool of students who may need or who may have the potential to

require services provided by the Academically or Intellectually Gifted Program include all students in grades 3 - 6 who score in the 90%ile on EOG testing. Ongoing screening and referrals include students transferring into the district and students showing high academic performance or promise of high achievement abilities. These students are assessed at any grade level using quantitative and qualitative instruments, then referred for services as need indicates.

Referrals are first reviewed and recommendations for testing/services made by individual school AIG Teams. AIG Team Meets to review referrals and recommendations and test results.

Parents are involved at all levels of the process and receive notification of the Appeals Procedures.

**Planned Sources of Evidence:** - Minutes from School AIG Site Team meeting minutes

- AIG process handbook detailing screening, referral, and identification procedures

**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 for all AIG processes guide school personnel. These policies safeguard the rights of students and parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEA's and procedures for resolving disagreements.

**Goals:** -Ensure forms/paperwork is consistent (K-12).

-Establish a Camden County Leadership Team (Exceptional Children's Director and AIG Facilitators).

-Schedule routine meetings of the Leadership Team to ensure processes are accurate and consistent.

**Description:** -Revise/update AIG forms as needed

-Forms consistent

-Form Leadership Team (Exceptional Children's Director and School AIG Facilitators)

-Establish Leadership Team meetings to promote consistency (K-12)

**Planned Sources of Evidence:** -All forms used, including the student profile form

-Leadership Team agendas and minutes

-Calendar dates of meetings

**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:** Currently information from various sources is used to determine eligibility for AIG services. Sources include, but are not limited to the following:

-Multiple Criteria

-Annual Review

-DEP (Differentiated Education Plan)

-Data forms

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

**Description:** The LEA is aware that written policies are in place; however, there is a need to update and/or review forms across K-12 for consistency. In addition, reassessment procedures and transfer information need to be revisited.

**Planned Sources of Evidence:** -Camden County Schools AIG Plan

-Revised forms

-Individual AIG folders (permission to test and date used in the identification process)

-Procedure to Resolve Disagreement Form distributed at annual parent meetings - See attached

-Parents Rights Handbook available

-Reassessment procedures/forms

-Transfer procedures/forms



**Other Comments:**

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

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

### **Practice A**

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

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

**Rationale:** Camden County Schools attempts to adapt the Common Core to identified gifted students; however, the LEA is aware that not all teachers use strategies that address readiness, interests, and learning profiles. The school system recognizes that these practices are not done K-12. Differentiated activities that support a rigorous curriculum must be provided by regular education teachers and supported by the AIG Facilitators in order to meet the needs of gifted students.

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

**Description:** Provide professional development in areas of instruction to enhance strategies for adapting Common Core to abilities, readiness, interests, and learning styles of gifted students.

**Planned Sources of Evidence:** -Pacing guides

-High School Honors curriculum

-Samples of learning style inventories and interest inventories, subject area pre-tests

-Demonstration of strategies used

-Professional development session agendas/rosters.

**Other Comments:**

### **Practice B**

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

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

**Rationale:** Camden County Schools currently is not using diverse instructional practices to address a range of learning needs for gifted students. The LEA will research and learn about effective

strategies that will address a range of learning needs in gifted students. It is important for educators to be exposed to and learn about "Best Practices in Gifted" and connect them with 21st Century Skills and technology.

**Goals:** To provide differentiated instruction training to all grade levels.  
To provide in-service training and modeling of differentiated lessons

**Description:** The AIG certified teachers will consult with the general education teachers.

**Planned Sources of Evidence:** Lesson Plans  
Surveys

**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:** Camden County will continue to research for use of a variety of researched-based supplemental resources that augment the Common Core.

**Goals:** To provide research based supplemental resources to staff

**Description:** Supplemental resources that align to the Common Core

**Planned Sources of Evidence:** lesson plans

**Other Comments:**

### **Practice D**

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

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

**Rationale:** The current North Carolina teacher evaluation instrument addresses 21st Century competencies as well as North Carolina Standards of Success. Gifted students must be competent in 21st Century skills in order to reach their full potential and be successful citizens of society.

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

**Description:** -Leadership Team (Exceptional Children's Director and the AIG Facilitators) to meet with administrators (coordination of 21st Century Skills) to integrate 21st Century Skills into the AIG program.

-Develop lesson plans that demonstrate 21st Century Skills for AIG students.

-In-service training for AIG Specialists in Smart Boards, Elmo, and other 21st Century technologies.

**Planned Sources of Evidence:** Agendas for Leadership Team meetings/rosters  
Handouts from in-service training.

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Camden County Schools fosters the development of forward-thinking 21st Century skills and content.

**Goals:** -Involve gifted students in global awareness projects.

-Collaboration among and between AIG Facilitators (K-12) and other faculty in order to integrate 21st Century Skills into the curriculum.

-Collaborate with LEA Administration in integrating 21st Century content/skills into the curriculum.

-Collaboration between AIG Facilitators and classroom teachers to develop lessons appropriate for the AIG learner.

### **Description:**

-Leadership Team (Exceptional Children's Director and the AIG Facilitators) to meet with administrators (coordination of 21st Century Skills) to integrate 21st Century Skills into the AIG program.

-Develop lesson plans that demonstrate 21st Century Skills for AIG students.

-In-service training for AIG Specialists in Smart Boards, Elmo, and other 21st Century technologies.

-Training in differentiated instruction.

**Planned Sources of Evidence:** -Documentation of projects/activities.

-Agendas for Leadership Team meetings/rosters.

-Handouts from in-service training.

-Agendas for training sessions.

**Other Comments:**

**Practice F**

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

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

**Rationale:** Affective curricular and instruction practices which support the social/emotional needs of AIG students are extremely important for growth of AIG students; therefore, AIG Facilitators need time to collaborate with guidance counselors, regular education teachers, and parents in order to research and develop effective curricular and instructional practices.

**Goals:** Improve student perception of gifted services--pre and post surveys  
Improve parents' perception of gifted services--pre and post surveys  
Collaborate with Student Services to provide professional development for social emotional needs of students with giftedness

**Description:** The Camden County School Guidance Counselors are available to meet with students to discuss their social and emotional needs as needed. Information from pre and post surveys will be used to guide the needed training for staff and parents.

**Planned Sources of Evidence:** Surveys, Agendas from staff development

**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:** Camden County Schools has implemented a nurturing program (K-2) during the past four years. This program is designed to motivate and stimulate students to reach their maximum potential. Research indicates the importance of nurturing young gifted students in purposeful, intentional strategies and differentiating curriculum and instruction.

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

**Description:** Students are referred by classroom teachers to be placed in a nurturing group. The AIG teacher will nurture the students with differentiated and enrichment lessons and activities.

**Planned Sources of Evidence:** Lesson Plans/Activities

**Other Comments:**

### **Practice H**

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

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

**Rationale:** AIG facilitators and classroom teachers collaborate with other personnel as needed to enhance curriculum and instruction.

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

**Description:** AIG certified staff will collaborate with general education teachers to support and enrich the common core.

**Planned Sources of Evidence:** Schedules of times for collaborative teaching  
Sample plans and units of study for differentiation of instruction

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Camden County Schools provide a continuum of services to gifted students based on need. The system reviews the plan annually and evaluates the effectiveness of the service options. Description and explanation of service options will be given to classroom teachers and administrators.

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

**Description:** Camden County Schools will utilize multiple indicators for identification and placement. These indicators are considered to be of equal weight and importance. Data from multiple sources prevents the exclusion or disqualification of AIG students that may occur when only one assessment instrument is used.

Upon identification and placement of an AIG student by the collaborative building level team, the general education teacher will annually prepare a Differentiated Education Plan (DEP) that outlines the program service options appropriate for the student's grade level. At the high school level the principal's designee will prepare the Differentiated Education Plan (DEP). The Differentiated Education Plan (DEP) will list the learning environment, content modifications and special programs available to the AIG student based on his or her grade level. Students who demonstrate outstanding intellectual gifts but do not meet the criteria for the DEP will be identified and an Individual Differentiated Education Plan developed to meet their needs.

DEP's will be developed each year as outlined above. Copies are reviewed with parents within 30 days of the student's enrollment for the school year. All teachers, counselors and administrators involved with gifted education will have access to AIG folders and the information therein pursuant to Camden County School Board of Education policy for Student Records and Rights

under Family Educational Rights and Privacy Act for Elementary and Secondary Institutions. DEP's may be modified by the classroom teacher or principal's designee at any time with parent participation and input. If modifications are needed in program instruction for any reason, the classroom teacher or principal's designee documents the need for change and any modification made in the performance review section of the DEP.

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

**Planned Sources of Evidence:** Rosters of advanced courses, Rosters of cluster groups, Student DEPs

**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:** Currently Camden County Schools' Gifted Program is under the leadership of the Exceptional Childrens Director, who is an AIG licensed educator.

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

**Description:** Continue to employ an AIG licensed educator.

**Planned Sources of Evidence:** AIG licensed educator in place.

**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:** Camden County Schools employs highly qualified AIG School Coordinators who engage in tasks which address the academic, intellectual, social, and emotional needs of gifted learners.

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

**Description:** The AIG School Coordinators are AIG certified and are knowledgeable of the academic, intellectual, social and emotional needs of gifted learners. Professional development is provided district-wide.

**Planned Sources of Evidence:** Lesson Plans  
DEPs  
Agenda and minutes from annual parent meetings

**Other Comments:**



### **Practice C**

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

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

**Rationale:** All personnel need understanding of the academic, intellectual, social and emotional needs of AIG students.

**Goals:** -Educate persons involved with gifted students about the needs/characteristics/strategies needed in teaching gifted students (K-12).

-Provide on-going professional development with focuses on differentiated strategies for gifted which are appropriate in the regular classroom.

-Encourage teachers to pursue AIG certification.

**Description:** --Educate persons involved with gifted students about the needs/characteristics/strategies needed in teaching gifted students (K-12).

-Provide on-going professional development with focuses on differentiated strategies for gifted which are appropriate in the regular classroom.

-Encourage teachers to pursue AIG certification

**Planned Sources of Evidence:** -Agendas from professional development training/handouts, etc.

-Documentation/evidence of strategies in classrooms.

-Examples of professional development opportunities.

-Documentation of participation in professional development.

-Professional development for teachers gaining a "local endorsement" in gifted.

### **Other Comments:**

### **Practice D**

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

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

**Rationale:** AIG students need their education provided by teachers who understand and employ the research based best practices and strategies for gifted students.

**Goals:** - Offer professional development opportunities throughout the school year via in-system training or NC Learn.

- AIG Facilitators will work with administrators to place AIG students in classrooms with AIG licensed teachers

-AIG students will be clustered in general education classes of 4 or more students

**Description:** AIG facilitators and administrators will collaborate to schedule AIG students into clustered classrooms with teachers who are AIG licensed.

**Planned Sources of Evidence:** classroom rosters, documentation of AIG licensure, documentation of participation in AIG professional development.

**Other Comments:**

### **Practice E**

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

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

**Rationale:** Camden County Schools' vision of educating all students to their maximum potential through 21st century skills training is a school district initiative and must be aligned with the AIG Plan and new AIG Standards.

**Goals:** -Incorporate across the curriculum projects and activities (K-12).

-AIG Facilitators will work with regular education teachers to encourage participation and support the development of projects and activities.

-AIG Facilitators will participate in professional development training of 21st Century skills.

-Conduct staff development provided by Camden County Schools that incorporate 21st Century skills for AIG students.

-Encourage AIG students to participate in projects/lessons which utilize 21st Century skills (i.e. Global Awareness Fair).

**Description:** -Incorporate across the curriculum projects and activities (K-12).

-AIG Facilitators will work with regular education teachers to encourage participation and support the development of projects and activities.

-AIG Facilitators will participate in professional development training of 21st Century skills.

**Planned Sources of Evidence:** -Professional development training agendas (K-12).

-Project descriptions/work samples.

-Evidence of technology in AIG focused classrooms (K-12) (i.e. Elmo, laptops, projectors, smart boards).

**Other Comments:**

### **Practice F**

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

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

**Rationale:** Camden County Schools will need the Exceptional Children's Director to oversee professional development of the new AIG Standards, the 21st Century Skills training, and National and State Teaching Standards.

Other Comments:

Ideas of Strengthening: -Develop a plan that aligns professional development opportunities with AIG standards, 21st Century Skills and National and State Teaching Standards.

**Goals:** - Develop local plan for professional development using state and national standards.

- Develop a professional development schedule based on local plan.

- Annually send representative to state conference in order to bring professional development back to the school system

**Description:** Professional development will be reflected in a local plan and will incorporate both state and national standards.

**Planned Sources of Evidence:** -Professional development rosters

-Certificates of completion of conference attendance

-Feedback and surveys on professional development

**Other Comments:**

**Practice G**

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

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

**Rationale:** Camden County Schools' AIG Facilitators need time provided to plan, implement, and refine applications of professional learning with each other (K-12), as well as with regular education teachers (K-5) and across disciplines (6-12).

AIG Facilitators and Exceptional Children's Director will collaborate to develop calendar dates that will allow for Facilitators to meet with each other on a regular basis.

-AIG Facilitators, Exceptional Children's Director and Principals will collaborate to develop meeting schedules with AIG Facilitators and regular education teachers.

Planned Sources of Evidence: -Calendar of scheduled meeting dates and times.

-Agendas of scheduled meetings.

-Examples of resources produced through this collaboration.

**Goals:** -Schedule regular meetings of AIG Facilitators with Exceptional Children's Director (or administrator who oversees gifted services) in order to plan and review needs, etc. of gifted students and services (K-12).

-Schedule regular meetings with AIG Facilitators and regular education teachers (K-5) and across disciplines (6-12). Facilitators and regular education teachers need time to collaborate in order to enhance and "connect" curriculum for gifted students.

-Hold annual meetings with AIG Facilitators at transitional grades (Elementary to Middle School/Middle School to High School) in order to ensure continuity (K-12).

**Description:** -AIG Facilitators and Exceptional Children's Director will collaborate to develop calendar dates that will allow for Facilitators to meet with each other on a regular basis.

-AIG Facilitators, Exceptional Children's Director and Principals will collaborate to develop meeting schedules with AIG Facilitators and regular education teachers.

**Planned Sources of Evidence:** -Calendar of scheduled meeting dates and times.

-Agendas of scheduled meetings.

-Examples of resources produced through this collaboration.

**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 students need programs and services that are comprehensive in the areas of academic, intellectual, social and emotional development across all grades and all settings.

**Goals:** Meet the needs of the gifted learner across all grades and settings so that the needs of AIG students are addressed in a systematic way throughout the Camden County School system.

**Description:** Our approach to the delivery of a comprehensive program in the areas of academic, intellectual, social and emotional development across all grades and all settings is threefold.

- 1) When possible cluster AIG students with a general education teacher who is pursuing AIG certification.
- 2) Teachers will meet with parents annually to develop a DEP that addresses the individual student's needs.
- 3) Progress notes (performance reviews) will be sent home each nine weeks to address program and service areas

Planned Sources

**Planned Sources of Evidence:** Student's DEP

Progress notes  
AIG handbook

**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:** The needs of the AIG students are best met when the AIG programs and services are aligned to the areas of identification, goals of the program, and resources of the LEA.

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

**Description:** AIG students will be served in their identified area.  
Schools will provide program(s) and services in the areas of Reading and Math

**Planned Sources of Evidence:** DEP/AIG student folder

**Other Comments:**

### **Practice C**

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

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

**Rationale:** The needs of the gifted learners are best met when the AIG program and services are integrated and connected to the total instructional program of the LEA in policy and practice. A full understanding of the AIG program and appropriate services for gifted students is a vital step in this practice.

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

**Description:** -Review and chart all county-wide programs of learning.

-Align the Gifted Program to each of the other programs (i.e. gifted and school improvement plan and/or technology plan) and focus on how programs can complement each other while enhancing the gifted student.

**Planned Sources of Evidence:** Classroom Pacing Guides  
DEP Plan

**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:** All teachers, school administrators, and support staff need to be aware of the needs of AIG students and collaboratively work together to provide differentiated services and instruction for AIG students based on individual student needs.

**Goals:** Build a better website. The AIG web page needs to be its own entity on the district wide

web page. The AIG web page will serve as the electronic location where anything that can be made public about the AIG program resides.

Produce a brochure about the AIG program and disseminate information at regularly scheduled parent meetings such as the annual Open House nights for grades K-12.

**Description:** Put AIG site on district link.  
Post AIG plan.

**Planned Sources of Evidence:** Web Page  
Brochure

**Other Comments:**

**Practice E**

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

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

**Rationale:** Communication among and between AIG Facilitators, regular education teachers, counselors, and Exceptional Children's Director must be maintained to ensure effective continuation of AIG services, especially at transition grades (i.e. 6, 8 grades).

**Goals:** -Develop appropriate forms to indicate student progress (independent projects/research, etc.) as students transition from elementary to middle school to high school.

-Schedule a meeting in the spring of each year between AIG Facilitators at each transition level to better serve gifted students.

-Implement and include on file such items as learning style inventories, interest inventories, etc.

**Description:** -Develop appropriate forms for the AIG folders.

-Research current learning styles inventories and interests inventories.

-Schedule meetings in advance such that all parties are made aware of the calendar schedules.

**Planned Sources of Evidence:** -Resources/inventories folders developed

-Agendas, calendar dates.

-New forms appropriate for needed information.

-AIG student folders.

**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 Focused Practice for 2013-2016.**

**Rationale:** The needs of AIG students are best met when there is collaboration and communication between all stakeholders (regular education teachers, parents, exceptional teachers, and administrators) in order to provide appropriate differential services.

**Goals:** -Establish parent night (K-12) to educate parents/families about the differentiated services provided at each school for AIG students.

-Inform stakeholders within the school system about Best Practices and current research on differentiation.

**Description:** -Schedule information night in the fall for parents and schedule "show and tell" in spring to inform parents and other stakeholders of students' involvement in the differentiated programs.

-Research and evaluate appropriate articles regarding gifted and differentiation for distribution to stakeholders within the school system. This will be done two to four (2-4) times a year in order to provide current and continuous information on gifted education.

**Planned Sources of Evidence:** -Agendas/minutes of Facilitators meetings.

-Parent night agendas.

-Copies of articles distributed and dates of distribution.

**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:** Gifted students are more likely to reach their academic potential when their social and emotional needs are met on a regular and concentrated basis. In Camden County Schools the social and emotional needs of the AIG learner are consistently met on an as needed basis.

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

**Description:**

- Establish internal meetings between facilitator and counselors to address social and emotional needs of AIG students.
  - Develop guidelines which address the AIG learners (dropouts, underachievers, etc.).
  - Develop professional development plan for counselors and regular education teachers regarding social and emotional issues of gifted students.
- Communication between and among stakeholders is ongoing and evident in this small county setting.

**Planned Sources of Evidence:** -Calendar dates of meetings between identified parties.

- Notes, email communications documented.
- Guidelines developed in meetings.
- Agendas/rosters of professional development sessions.

**Other Comments:**

**Practice H**

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

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

**Rationale:** The needs of an individual gifted learner may dictate accelerative instructional and placement options beyond clustering of identified gifted learners for differentiated instruction, such as subject and/or grade skipping, dual enrollment, distance learning, and/or enrollment in residential schools. The Camden County School District has a multi-step process in place for Screening, Identification, Placement and Review to ensure the acceleration process is addressed and carried out appropriately in a student's best interest.

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

**Description:** The Camden County School District has criteria in place for when a student indicates the need for acceleration.

The Multi-step Process for Screening, Identification, Placement and Review includes the following criteria for acceleration:

Subject skipping and/or grade skipping: Must meet 7 of the 7 criteria:

Qualitative:

Gifted Characteristics: displays above gifted characteristics at a level that matches high achievers in the next grade level as evidenced by work products and anecdotal notes

Interest: Displays the gifted characteristics at a level that matches high achievers in the net grade as evidenced by work products and anecdotal notes

Motivation: High task commitment: desire to learn material at the next grade level as evidenced by work products and anecdotal notes

Maturity: shows maturity of above grade level peers or maturity level will not interfere with success in next grade level classes.

Quantitative:

Aptitude: 97 – 99th percentile on Verbal and/or Quantitative or Non-verbal sub scores on approved nationally normed tests

Achievement: 97th – 99th percentile on Reading and/or Math on approved nationally normed tests.

Classroom Performance: 98 – 99 percent mastery of reading and/or math on formal and informal tests.

**Planned Sources of Evidence:** Documentation of data collection on individual students

Student Identification Record

DEP/IDEP

Student Schedule

Documentation of progress/success

**Other Comments:**

### **Practice I**

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

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

**Rationale:** Currently Camden County Schools' AIG population reflects the county's demographics.

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

**Description:** At least one event per semester for different groups of AIG students, including twice-exceptional and LEP students will be planned and implemented.

**Planned Sources of Evidence:** Student Attendance Sheet

**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:** In order for gifted students to grow and develop potential, extracurricular programs and events are needed and encouraged. Camden County Schools' AIG students participate in many extra activities. Additional extra-curricular activities and events are encouraged.

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

**Description:** -Make information available about opportunities outside of the school setting such as camps, Governor's School, etc. Camden County Schools encourages participation in these events.

-Manage competitions and or clubs (Science Olympiad, Battle of the Books, 24 game, Robotics Challenge, etc.).

**Planned Sources of Evidence:** -Information in counselor's newsletters.

-Emails from teachers.

-Website.

-Informational meetings with students.

-Documentation of scheduled events.

-Calendar dates.

-School newsletter.

**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:** In order to ensure that the needs of AIG students are being met, and that appropriate services are being offered, it is necessary that communication and partnerships take place with parents/families and the community.

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

**Description:** Annual reviews are taking place with appropriate stakeholders. AIG brochures are available, as well as school newspaper; information- communications (website).

**Planned Sources of Evidence:** -Website.

-Parent communication.

-Agendas of parent/community nights.

**Other Comments:**

### **Practice B**

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

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

**Rationale:** The needs of the AIG students are met when information regarding the AIG program, Plan, and other policies are shared with students/families and school communities.

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

**Description:** Camden County Schools' AIG Facilitators meet/confer annually with parents to discuss the AIG program. Faculty presentations are given annually to educate teachers of the AIG program and the AIG Plan. Parents/family information sessions will be scheduled to address program, plan and policies concerning AIG students in Camden County Schools (K-12).

**Planned Sources of Evidence:** -Annual meeting documentation/agendas.

-Faculty presentation/power point.

-Agendas/invitations.

**Other Comments:**

### **Practice C**

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

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

**Rationale:** The needs of AIG students are best met when monitoring, developing and implementing the local AIG Plan which reflects the diversity of all stakeholders.

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

**Description:** An AIG Leadership Team has been developed and meets on a regular basis.

**Planned Sources of Evidence:** -AIG Leadership Team roster

-Meeting dates established

-Agendas/meeting minutes

**Other Comments:**

### **Practice D**

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

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

**Rationale:** The needs of the AIG student are best met when parents/families and community are informed of opportunities on an ongoing basis and in their native tongue.

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

**Description:** Currently all materials are provided in English and there has not been a need to address another native language in this LEA. Communication and necessary paperwork will be translated on an as needed basis for foreign language AIG students and families. In this school system of less than 2,000 students, the AIG foreign population is very low.

**Planned Sources of Evidence:** Translated communications accomplished when necessary.

**Other Comments:** Camden County Schools recognize that the LEA needs to be prepared in the event that information needs to be translated into a student's and/or parent's native language.

### **Practice E**

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

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

**Rationale:** The AIG student is best served when parents/families and community have an involvement in gifted programming.

**Goals:** -Share events and activities on the website.

-Schedule fall information session (K-12) by AIG Facilitators for parents/families and the community.

-Schedule spring "show and tell" sessions for parents/community.

-Encourage AIG students to become involved in community activities (i.e. service projects, volunteer, etc.).

**Description:** -Provide current and continuous information to parents/families and the community about events and activities pertaining to AIG students.

-Schedule fall and spring sessions and inform the community of events through the website, school newsletter, Camden Quarterly.

-Research possible service project activities.

**Planned Sources of Evidence:** -Website.

-Agendas from fall and spring sessions.

-Documentation of service projects within the community.

-Provide documentation of invitations.

**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:** Camden County Schools has adopted an AIG plan in accordance with state legislation and polices. The School Board has sent the Plan to the State Board of Education/Department of Public Instruction for review and comments.

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

### **Description:**

-Camden County Schools' administration (AIG licensed educator) will focus on the Plan's requirements and oversee these Standards and Practices (K-12).

-Detailed review of the existing Plan (2010).

-Review and monitor the growth and progress of each AIG student.

**Planned Sources of Evidence:** -Agendas of meetings with AIG Facilitators.

-Attendance at meetings.

-Documentation of growth (K-12) AIG students.

-Board meetings and agendas.

-AIG Plan approved by local School Baord.

### **Other Comments:**

### **Practice B**

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

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



**Rationale:** The local AIG programming and Plan will be monitored to ensure the fidelity of its implementation in accordance with North Carolina AIG Standards and the AIG law (Article 9b).

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

**Description:**

- Establish regular scheduled meetings with the AIG Facilitators (K-12) to oversee that the Plan components are implemented.
- Establish regular meetings with the AIG Facilitators and Exceptional Children's Director, and the Principals in order to maintain the Plan requirements for AIG Students.
- Schedule intentional school-based checks to ensure DEP's are fulfilled appropriately.
- The appropriate personnel will continue to monitor the Plan components on an ongoing and regular basis to ensure that the needs (academic, social and emotional) of the AIG students are met.
- A monitoring schedule will need to be in place to oversee gifted progress.

**Planned Sources of Evidence:** -Meeting agendas

- Meeting rosters
- Minutes of meetings
- Calendar dates established
- Monitoring dates/meetings established

**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:** Camden County Schools uses state funds as allocated for salaries and programs to the needs of gifted children.

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

**Description:** The AIG/Exceptional Children's Director and Superintendent work closely with the Finance Officer to ensure the AIG funds support the local AIG programming and Plan.

**Planned Sources of Evidence:** -Purchase Orders

-AIG budget spreadsheet

-Contracts for professional development

**Other Comments:** AIG Facilitators would like a periodic breakdown of AIG allotted funds in order to best serve the needs of AIG students. (PRO 034 Funds)

#### **Practice D**

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

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

**Rationale:** AIG Facilitators, Principals and Exceptional Children's Director are carefully monitoring the AIG student performance growth.

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

**Description:** Schedule meetings with AIG Facilitators, Exceptional Children's Director, Principals each semester to review data of potential AIG dropouts. Maintain, analyze and share student performance growth of AIG students looking at Multiple Criteria collected in AIG student folders.

**Planned Sources of Evidence:** -Data reports (disaggregation of EOG and EOC data)

-Meeting datatas/agendas

-Student folders

-List of interventions and documentation of implementation of AIG dropout students.

-Dropout data which includes 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 Maintained Practice for 2013-2016.**

**Rationale:** Camden County Schools continues to explore strategies and identification methods that accurately assess under-represented populations of gifted students.

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

**Description:** Camden County Schools will continue to gather information and current research on under-represented populations. The Exceptional Children's Director/AIG Facilitators will examine date of enrollment of the diverse gifted learner within the rigorous course of study in order to best serve the under-represented populations of gifted.

**Planned Sources of Evidence:** -Head count reports

-Enrollment data in Honors/AP Courses/Dual Enrollment

-Percent of students or data on under-represented populations (i.e. percent of twice exceptional, highly gifted, economically disadvantaged).

-Evaluation instruments

**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:** It is important to have AIG certified teachers(or teachers with some AIG training) working with the gifted population to ensure appropriate strategies are used in learning environment that increase student growth.

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

**Description:**

-Ensure Facilitators collaborate with classroom teachers to meet the appropriate needs of gifted students.

-Ensure AIG students' placement in classrooms with regular education teachers that hold AIG licensure when possible to more effectively serve the gifted learner.

Camden County Schools' AIG Facilitators work directly with identification, providing services and monitoring of AIG students.

**Planned Sources of Evidence:** -Head count

-Personnel records of licensed teachers

-Classroom rosters (placed with AIG certified teachers).

**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:** Camden County Schools is in the process of developing AIG Advisory Board.

**Goals:** Establish a group of stakeholders to assist the school system with the AIG program in order to monitor and strengthen gifted services. This group will meet each semester.

**Description:** -Invite interested stakeholder representatives of Camden County (including a school board member, school administrator, business leaders and parents) to serve on this board.

-Determine meeting times twice a year. Exceptional Children's Director and Facilitators will collaborate to establish agendas.

**Planned Sources of Evidence:** -Advisory Council roster

-Advisory Council agendas

-Copies of invitations/sign-in sheets

**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:** Camden County Schools yearly survey parents/families, teachers, and students regarding the quality and effectiveness of the local AIG program.

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

**Description:** -Create and distribute an annual survey to all relevant stakeholders for collecting and reviewing the quality and effectiveness of the local AIG program.

-AIG Leadership Team will meet to analyze survey results and develop a plan(s) of action.

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

-Survey results

-Meeting minutes/agendas

**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:** Continuous monitoring of the AIG program and Plan's implementation to ensure that the program continues to provide the best quality education for gifted students.

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

**Description:** -Conduct surveys of various stakeholders.

-Conduct thorough review of current AIG Plan and include new Standards into the existing components.

Camden County Schools' Leadership Team continues to meet to oversee the implementation of the Plan with the new AIG Standards.

**Planned Sources of Evidence:** -Updated AIG Plan (based on feedback and needs)

-Meeting agendas

-Meeting minutes

-Department of Public Instruction review comments

-Surveys of stakeholders

**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:** One of the key jobs for the AIG Leadership is to evaluate the quality of program services. A public report will be written and posted on the AIG web page and shared with all stakeholders.

**Goals:** To annually provide the public with disseminated data from evaluation of the local AIG program

Present annually to the Camden County Board of Education on the status of the AIG program.

Meet quarterly to gauge the success of the program and suggest enhancements.

Produce report that can be uploaded to the AIG web page.

**Description:** Reform the AIG Leadership and meet quarterly.

Evaluate program by analyzing data.

Present to the Camden County Board of Education

Decide what will be shared with the public.

Post report on the AIG web page.

**Planned Sources of Evidence:** Report posted on web page

Snapshot of web page

Meeting minutes from AIG Leadership meetings

Sign-in sheets

Snapshot of web page

Board of Education meeting agenda

Other

**Other Comments:**

### **Practice K**

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

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

**Rationale:** The rights of the AIG students need to be protected by policy, procedures, and practices.

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

**Description:** -Current procedures are in place within the AIG Plan.

-District policies exist that protect all students and their rights.

**Planned Sources of Evidence:** -AIG Plan

-Handbook of Parent Rights

-Resolution of Disagreement (form)/Due Process procedures

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

Procedure to Resolve Disagreement.TIF (*Appendix*)

RENZULLI HARTMAN RATING SCALE page 1.doc (*Appendix*)

RENZULLI HARTMAN RATINGS SCALE page 2.doc (*Appendix*)