

Overview: Mission/Vision Statement and Funding

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Beaufort County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Beaufort County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Beaufort County Schools Vision for local AIG program: The students of Beaufort County Schools will have the opportunity to develop their talents and abilities to their fullest potential and to use their strengths to become life-long learners able to succeed in a rapidly changing global society. We strive

to develop collaboration, critical thinking, creativity, problem solving, advanced communication skills, perseverance and leadership in all students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 348,733.00	* \$ 20,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

1. Beaufort County Schools (BCS) conducts universal screenings for all 3rd grade students using the OLSAT (Otis-Lennon School Ability Test). The OLSAT contains specific scores for verbal and nonverbal domains which allow students to show a variety of strengths.

2. BCS uses referral forms (Appendix 1) that may be used by teachers, parents, the AIG stakeholder team (school-based AIG specialist*, an administrator, school counselor, and regular education teacher), or students at any time during a school year. This form includes subject area strengths, observation of gifted behaviors, examples of advanced performance, and any available test data. AIG Specialists then review these forms, collect additional information, and present this information to the site-based AIG stakeholder team to determine if there is sufficient data (see Practice B) to complete the identification process or if additional data must be obtained

*School-based AIG specialist refers to a certificate AIG teacher or AIG designee as appointed by school-based administration.

3. All students are given the universal screener in 3rd grade. In addition, all students have an opportunity to show their gifts and talents during daily classroom instruction and can take initiative to demonstrate and provide evidence of AIG characteristics outside of school. Teachers, parents, AIG stakeholders and students are able to refer students/themselves for AIG services.

4. Transfer students formally identified as gifted in other schools will be honored as gifted in BCS. All available data will be used to determine services.

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

BCS has processes to formally identify students in grades K-12. In all grade levels, reading and/or math achievement* scores dated within the past calendar year will be considered. When qualifying students based on aptitude* data, scores in each domain (i.e., verbal and nonverbal), as well as all total scores will be considered. When a combination of achievement and aptitude data are used for identification, they must be in corresponding areas (reading achievement corresponding to verbal aptitude and math achievement corresponding to nonverbal aptitude). Test data from both school-based assessments and those available from other sources, such as the SAT, PSAT, ACT, will be considered.

*Aptitude tests measure a student's potential to learn (ex. OLSAT, Naglieri) while Achievement tests measure what students have already learned (ex. EOGs, SAT, PSAT, ACT, IOWA).

BCS will only cover assessment costs for NNAT, OLSAT and/or IOWA as specified in Standard 2 Practice B.

K-2nd

K-2 students will be considered for identification if they are referred and demonstrate achievement in reading and/or math at least 2 grade levels above their current grade level as demonstrated on universal screeners. If students meet these qualifications and are recommended by the site-based AIG stakeholder team and District AIG Team (District AIG coordinator, school-based AIG specialists and/or counselors), then the Naglieri Nonverbal Ability Test (NNAT) be given by school-based AIG specialists or district AIG coordinator. If the student tests in the 96th percentile, s/he will be identified as IG

(Intellectually Gifted).

3rd

Students in grade 3 will be identified through the following pathways after screening or referral:

Pathway 1-Intellectually Gifted (IG): All 3rd grade students will take the OLSAT which serves as the universal screener for AIG. Through Pathway One, students who demonstrate an aptitude at or above 96th percentile on the OLSAT (total age or grade percentile) or other nationally-normed aptitude/IQ test will be identified as Intellectually Gifted (IG).

Pathway 2-Academically Gifted (Reading-AR, Math-AM, Reading & Math-AG): Through Pathway Two, students who demonstrate aptitude at or above 90th percentile or higher on the OLSAT (verbal or total age or grade: reading, nonverbal AND total age or grade: math) and demonstrate achievement at or above 90th percentile on a state or nationally normed achievement test in a corresponding area will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

*Students who meet the criteria for both Pathway One and Two (both AR and AM), will be identified as Academically and Intellectually Gifted (AIG).

Pathway 3-Alternative Pathway for Academically Gifted (Reading-AR, Math-AM, Reading & Math-AG): Through Pathway Three, students who demonstrate achievement through multiple criteria, including a performance task, will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

The process for Pathway Three is as follows:

1. A student's referral may come from a teacher, a parent, the AIG stakeholder team, or may come from self-nomination.
2. The site-based AIG Specialist collects data including achievement scores, aptitude scores, and teacher observations during the past twelve months (ex. If a student is referred in February, data should be collected from February of the previous year to the present referral date).

3. The AIG Specialist presents the data to the school-based AIG stakeholder team using the Multiple Criteria Rubric (Appendix 4). Students who score 14 or more points on the 28 point rubric will be given a performance task. Students who score 13 or fewer points on the 28 point rubric will be placed on a watchlist, which will be reviewed annually. In the future, if a student who is on the watchlist has 14 or more points on the 28 point rubric, s/he will be given a performance task.

4. A BCS AIG Specialist from another site and the district AIG coordinator will administer the performance task to the student at the student's school and score the assessment using the performance task rubric. If the student meets the criteria on the performance task for identification, the student will be designated Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG).

4th-12th

A student's referral may come from a teacher, a parent, the AIG stakeholder team, or may come from self-nomination.

When 4th-12th grade students are referred, the school-based AIG stakeholder team will review all available data and determine if identification qualifications are met. If additional data is needed, then state or nationally normed aptitude and/or achievement tests will be administered.

*Aptitude/achievement test cannot be given more than once within a 12 month period.

Students in grades 4-12 will be identified through the following pathways after referral:

Pathway 1-Intellectually Gifted (IG): Through Pathway One, students who demonstrate an aptitude at or above 96th percentile on the OLSAT (total age or grade percentile) or other nationally-normed aptitude/IQ test will be identified as Intellectually Gifted (IG).

Pathway 2-Academically Gifted (Reading-AR, Math-AM, Reading & Math-AG): Through Pathway Two, students who demonstrate aptitude at or above 90th percentile or higher on the OLSAT (verbal or total age or grade: reading, nonverbal AND total age or grade: math) and demonstrate achievement at or above 90th percentile on a state or nationally normed achievement test in a corresponding area will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

***Students who meet the criteria for both Pathway One and Two (both AR and AM), will be identified as Academically and Intellectually Gifted (AIG).**

Pathway 3-Alternative Pathway for Academically Gifted (Reading-AR, Math-AM, Reading & Math-AG): Through Pathway Three, students who demonstrate achievement at or above 96th percentile on two state or nationally normed achievement tests in corresponding areas (verbal with reading; quantitative and/or nonverbal with math) will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

Additionally, for students in grade 4-6 only, pathway 4 may be used for identification:

Pathway 4-Alternative Pathway for Academically Gifted (Reading-AR, Math-AM, Reading & Math-AG): Through Pathway Four, students who demonstrate achievement through multiple criteria, including a performance task, will be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG) based on the demonstrated strengths.

The process for Pathway Four is as follows:

1. A student's referral may come from a teacher, a parent, the AIG stakeholder team, or may come from self-nomination.
2. The site-based AIG Specialist collects data including achievement scores, aptitude scores, and teacher observations during the past twelve months (ex. If a student is referred in February, data should be collected from February of the previous year to the present referral date).
3. The AIG Specialist presents the data to the school-based AIG stakeholder team using the Multiple Criteria Rubric (Appendix 4). Students who score 8 or more points on the 16 point rubric will be given a performance task. Students who score 7 or fewer points on the 16 point rubric will be placed on a watchlist, which will be reviewed as new data is available. In the future, if a student who is on the watchlist has 8 or more points on the 16 point rubric, s/he will be given a performance task.

4. A BCS AIG Specialist from another site and the district AIG coordinator will administer the performance task to the student at the student's school and score the assessment using the performance task rubric. If the student meets the criteria on the performance task for identification, the student will be designated Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG).



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*** Practice C**

Ensures AIG screening, referral, and identification procedures respond to 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.

1. In K-2, students who are recommended by the site-based AIG stakeholder team and District AIG Team take the Naglieri Nonverbal Ability Test (NNAT). The nonverbal nature of this test allows for IG qualification from a diverse population of students. BCS completes a universal screening for gifted identification for all 3rd graders. This screening is conducted using the OLSAT (Otis-Lennon School Ability Test). The OLSAT contains specific scores for Verbal and Nonverbal which allow students to show strengths in a variety of areas. The option of using different battery scores is especially important for our Multilingual Learners (ML).
2. The AIG stakeholder team at each school will review the top 10% of students in each subgroup during the universal screenings with the OLSAT (Otis-Lennon School Ability Test) and when the End of Grade test data becomes available annually. Students in the top 10% of each subgroup will be placed on a watchlist, if not already identified. These students will receive support in talent development either with the AIG Specialist (pending availability) or the classroom teacher. The AIG stakeholder team will review data of watchlist students on a yearly basis and determine if a recommendation for AIG is needed.
3. When a student's data is being reviewed by a school-based AIG stakeholder team and/or other student support team and demonstrates advanced aptitude and/or exhibits traits of being twice-exceptional, the team will communicate this through a referral form (Appendix 1) with the AIG Specialist(s) at that school. The AIG Specialist will then begin the grade-span appropriate identification process.

*** Practice D**

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

1. The District AIG Team is composed of all the BCS AIG Specialists and the district AIG Coordinator. This team meets quarterly and one of its purposes is to discuss screening, referral, and identification processes to ensure consistency within the district.

2. The school AIG Specialist will maintain folders with AIG records including, but not limited to:

- Students Identified in any area under the AIG umbrella:

- Current Differentiated Education Plan (DEP) (Appendix 6)
- Parent/Guardian Consent of AIG Services (for newly identified)
- Referral to AIG Program*
- Parent/Guardian Consent for Evaluation*

*Only for students referred and/or needing further evaluation.

A Notice of AIG Identification form (copied on pink paper) will be placed in the student's cumulative folder and a pink sticker will be placed on the front of the folder indicating AIG identification.

- Students on the AIG Watchlist:
 - Parent/Guardian Consent of AIG Services (only for students receiving pull-out service)
- Students referred but NOT identified:
 - Referral to AIG Program
 - Documentation of why the student did not qualify.

The District AIG Coordinator will review folders annually with school AIG Specialists to ensure compliance of screening, referral, and identification procedures.

3. An AIG stakeholder team will be created at each school. This committee will include a site-based AIG Specialist, an administrator, a school counselor, and a regular education teacher. This committee will be the decision making body throughout the referral, screening, and identification process.

4. The school based AIG Specialist will notify the District AIG Coordinator when any students are newly identified. The District AIG Coordinator will add the date of identification and the identification area in PowerSchool.

*** Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/families, students, and the community-at-large

1. BCS AIG Specialists annually share the procedures for the screening and referral identification processes with all staff at each school. This is done in staff meetings, individual meetings, and/or PLC meetings. AIG refresher training is given for each school staff at the beginning of each school year to ensure everyone understands gifted characteristics and the process for identification. This training will include explicit information about gifted characteristics within underrepresented populations.

2. BCS AIG Specialists share information about the screening and referral identification process with parents/families at the beginning of each year and/or as needed. District referral, screening and identification processes will be made available to the public through the BCS website.

3. Identification process information is translated into needed languages for the community. This includes all parent letters being translated. The District Parent/Family Engagement Coordinator and the Student Services Department will work together to ensure that translations in other needed languages are available.

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

1. The school AIG Specialist will maintain folders with AIG records including, but not limited to:

Students Identified as AIG:

- Current Differentiated Education Plan (DEP) (Appendix 6)

- The DEP will be filled out for K-8 students at the beginning of each school year and updated throughout the year if a change in service is needed.

- For students in grades 9-12, transcripts will provide documentation of course selections, earned credits, and discussions between students and school counselors pertaining to the best course options. School counselors will review with parents as needed or as requested.

- Parent/Guardian Consent of AIG Services (for newly identified)
- Referral to AIG Program*
- Parent/Guardian Consent for Evaluation*

*Only for students referred and/or needing further evaluation.

A Notice of AIG Identification form (copied on pink paper) will be placed in the student's cumulative folder and a pink sticker will be placed on the front of the folder indicating AIG identification.

Students on the AIG Watchlist:

- Parent/Guardian Consent of AIG Services (only for students receiving pull-out service)

Students referred but NOT identified:

- Referral to AIG Program
- Documentation of why the student did not qualify.

2. Each school has an AIG Specialist-maintained spreadsheet(s) of current AIG students which includes all pertinent data. These databases are housed in a secure digital folder.

3. Each student with an AIG identification will have a pink form placed in the cumulative folder which will follow students as they move campuses within and outside of BCS. School-based AIG Specialists will transfer folders between schools within the district as necessary and with other districts as necessary.

4. Parents/Guardians will be informed of the folder and its contents by the school AIG specialist. Hard copies of documents will be available by request. Parents will meet with the school AIG specialist for initial review of the folder when the child is identified.

*** Ideas for Strengthening the Standard**

The new identification and referral procedures in BCS provide multiple pathways for students to be identified for AIG services or placed on the AIG watchlist. These new procedures clearly outline pathways by grade span and utilize both quantitative and qualitative data as a way for students to be identified in one or more of the five areas of AIG.

With changes to the identification process, it is vital that all stakeholders are aware of and understand the new procedures. BCS will support all stakeholders by creating a new AIG website to house resources and documents aligned to the new identification procedures and holding quarterly meetings with AIG Specialists, School Administrators and the AIG Advisory Council.

Planned Sources of Evidence

- * BCS AIG Website
- * BCS AIG Forms (Updated identification forms include multiple pathways for identification)
- * Agendas & Minutes from Stakeholder Meetings: AIG Specialists, School Administrators, AIG Advisory Council

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

The BCS AIG Program designs effective gifted education experiences through an intentional combination of services and settings varying in kind, degree, and duration to meet each student's unique academic, intellectual, and social-emotional strengths and needs. BCS also recognizes the role of gifted education within a multi-tiered system of supports (MTSS) and uses this framework to inform the services gifted students receive and the settings in which those services are provided. The array of services described in this section ranges from developing gifted potential to addressing the needs of students who demonstrate advanced skills and abilities.

Service delivery plans are developed based on available data, the identification criteria (see Standard 1, Practice B), and the array of services described in this section. All differentiated services are documented in a Differentiated Education Plan (DEP) to ensure identified AIG students are matched to appropriate services, AIG Specialists annually review DEPs.

Service delivery settings can vary depending on student needs, human capacity, scheduling considerations, and other factors; options may include delivery within the general education classroom (also known as "push in" services), within an AIG Specialist's classroom (also known as "pull out" services), during scheduled periods designated specifically for intervention and/or enrichment or in a variety of other settings as described below.

Specific services and settings available at each grade span may include, but are not limited to, the following options described below.

K-5th

Out of considerations for young students' academic, intellectual, and social-emotional development, it is the general practice of the BCS AIG Program not to identify students as academically gifted prior to third grade. Instead, all students in grades K-2 are nurtured in talent development from their classroom teacher (through consultation with the AIG Specialist) or an AIG Specialist through their general education classroom. These services foster the development of gifted characteristics and allow classroom teachers and AIG Specialists an early opportunity to observe potentially gifted students; however, working with the AIG Specialist in grades K-2 does not in and of itself constitute gifted identification. (See Standard 3, Practice G for more information on talent development in grades K-2.) In rare cases of compelling evidence, students may be formally identified as Intellectually Gifted (IG) prior to third grade; see Standard 1, Practice B for more information on identification practices.

Students in grades 3-5 who are placed on the AIG watchlist are nurtured in talent development from their classroom teacher (through consultation with the AIG Specialist) or an AIG Specialist through their general education classroom. These services foster the development of gifted characteristics and allow classroom teachers and AIG Specialists an opportunity to observe potentially gifted students; however, working with the AIG Specialist in grades 3-5 does not in and of itself constitute gifted identification.

In accordance with NC HB 986, any 4th or 5th grade student scoring a level 5 on the previous grade level EOG in math, and not already identified as AM, will receive AIG services as outlined in Standard 2 Practice G.

Talent Development at the K-2 level, as well as with watchlist students in grades 3-5, will seek to cultivate the following characteristics in students:

- Collaboration
- Critical Thinking
- Creativity
- Problem Solving
- Advanced Communication Skills

- Perseverance
- Leadership

Identified students in grades K-5 may be served in settings including, but not limited to the following:

- Flexible groups
- Heterogeneous groups/Cluster groups
- Push-In
- Pull-out
- Accelerated subject or grade

Identified students in grades K-5 may be provided services including, but not limited to the following:

- Curriculum Compacting
- STEAM (Science, Technology, Engineering, Art, and Math) Activities
- Coding/Robotics
- Project/Problem Based Learning (PBL)
- Socratic Seminars/Shared Inquiry
- Genius Hour/Passion Project or other interest based activities

6th-8th

Talent Development with watchlist students at the 6-8 level will seek to cultivate the following characteristics in students:

- Collaboration

- Critical Thinking
 - Creativity
 - Problem Solving
 - Advanced Communication Skills
 - Perseverance
 - Leadership
- Identified students in grades 6-8 may be served in settings including, but not limited to the following:
- Flexible groups
 - Heterogeneous groups/Cluster groups
 - Push-In
 - Pull-out
 - Accelerated subject or grade
- Identified students in grades 6-8 may be provided services including, but not limited to the following:
- Advanced Courses
 - Curriculum Compacting
 - STEAM (Science, Technology, Engineering, Art, and Math) Activities
 - Coding/Robotics
 - Project/Problem Based Learning (PBL)

- Socratic Seminars/Shared Inquiry
- Genius Hour/Passion Project or other interest based activities

9th-12th

All students will receive consultation with school counselors to ensure that they are taking rigorous courses of study that follows their plans post high school. All BCS students have the option to take honors classes, when available, in ELA, math, science, history, arts, world language and CTE. All BCS students may take Advanced Placement (AP) courses in their area of interest. These classes may be face to face or with the BCS Virtual Academy, North Carolina Virtual Public School (NCVPS) or the North Carolina School of Science and Math (NCSSM). All BCS students have access to a college liaison through a partnership with BCCC.

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* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

The AIG Specialists collaborate with a variety of stakeholders in order to best meet the social and emotional needs of each AIG student.

The AIG Specialists build awareness by highlighting the unique social and emotional needs of AIG students. AIG Specialists, in conjunction with the school counselor, provide specific training on social-emotional needs as necessary throughout the school year.

AIG Specialists also collaborate with school counselors, school social workers, and other members of the Student Services Department to provide additional support in meeting AIG students' social and emotional needs. School counselors provide individual and small group counseling sessions for students who have been referred by classroom teachers, AIG Specialists, and/or the school's assistance team. School Counselors also meet with each rising ninth grader to offer course suggestions, facilitate the high school registration process, and generally assist with this crucial transition. (See Standard 2, Practice F for more information about support for AIG students at key transition points.) As needed and appropriate, AIG Specialists also attend professional

development opportunities with School Counselors and classroom teachers in order to build common understanding and language surrounding the social and emotional needs of gifted students.

In their annual review of Differentiated Education Plans (DEPs), the AIG Specialists review the social and emotional needs of students in addition to their academic needs and consult with parents when making revisions. The AIG Specialists also take part in 504 and/or Individualized Education Plan meetings for twice-exceptional AIG students as needed.

The social-emotional needs of all students, including the gifted, are also supported through professional learning communities (PLCs) operating within a multi-tiered system of supports (MTSS) framework. In regular PLC meetings, grade level and/or subject area teams discuss not only students' academic performance, but also their social-emotional needs.

The BCS AIG Coordinator collaborates with other district stakeholders to ensure the social and emotional needs of AIG students are met. The AIG Coordinator also works with the AIG Advisory Council, which serves as a venue for sharing with stakeholders information about the social and emotional needs of gifted learners and obtaining feedback for how to improve in this area.

*** Practice C**

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Beaufort County Schools (BCS) is committed to increasing student engagement by promoting creativity, innovation, and collaboration for all students. The BCS AIG Program is not an isolated initiative within the school system; rather, various frameworks and collaborative structures at all levels allow gifted education to be integrated with and connected to the total instructional program in BCS.

The BCS AIG Coordinator serves on several teams central to instructional and strategic planning for the district:

- **District Team**, comprised of the Superintendent, Assistant Superintendent, Chief Academic Officer, Chief Operating Officer, Chief Financial Officer and all director and support-level positions in the BCS central office
- **District Multi-Tiered System of Supports (MTSS) Team**, composed of the MTSS Leads in Academics, Social Emotional Learning (SEL), and Behavior; Chief Academic Officer; and directors and support staff from the following departments: curriculum and instruction, Exceptional Children, Student Services, Career and Technical Education, PreK, and Instructional Technology.

- **District Curriculum and Instruction Team**, composed of the Chief Academic Officer, K-5 and 6-12 Curriculum Directors, and Instructional Support Staff.

The BCS AIG Coordinator also regularly attends Board of Education meetings in order to stay abreast of any policy changes that impact AIG services.

At the school level, AIG Specialists serve on various teams integral to the instructional program, including but not limited to:

- Grade-level, subject area, or other professional learning communities (PLCs)
- School Improvement Teams (SITs)
- School MTSS Teams

Through membership on these teams, the BCS AIG Coordinator and school-based AIG Specialists are empowered to continually share information about and advocate for the BCS AIG Program with other stakeholders, who in turn provide context for and input on AIG programming through their perspectives and work. These reciprocal conversations and resulting plans drive the allocation of available resources and the practical implementation of the BCS AIG Plan and BCS Board of Education policies pertaining to gifted students.

*** Practice D**

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

Beaufort County Schools recognizes the importance of flexible grouping as a best practice not only for AIG students but all learners. School-based AIG Specialists collaborate with classroom teachers to employ a variety of research-based grouping methods both within AIG services and in general classrooms.

AIG Specialists and classroom teachers at all grade levels may group gifted students in a variety of configurations, such as an individual student working with the teacher, small groups of students working cooperatively, and/or whole class activities. Additional time should be built into the master schedule specifically devoted to intervention, enrichment, extension, and acceleration.

Flexible groupings may be homogeneous, grouping students with similar strengths or needs together, allowing teachers to specifically target these areas, or heterogeneous, with students of varied strengths and needs strategically grouped together in order to support and learn from one another as well as the teacher. Flexible grouping configurations can shift as needed throughout an instructional unit or even a single lesson, and the work of these groups is differentiated in terms of how students access content, process it together, and create products to demonstrate their understanding. Overall, flexible groupings are consistently and intentionally designed to maximize student engagement and growth toward instructional goals.

Flexible grouping practices are also supported school-wide by the work of professional learning communities (PLCs) within a multi-tiered system of supports (MTSS). Classroom teachers regularly meet in PLCs organized by grade level, grade span, subject area, or other like groups to discuss student data and plan accordingly for students' strengths and needs. These conversations and planning directly inform the configurations of flexible groups within the classroom, and these groupings are further supported by time in the master school schedule specifically devoted to intervention and enrichment. During these periods, flexible groups can meet with the AIG Specialist or other support staff to address their academic, intellectual, behavioral, and/or social-emotional strengths and needs to support achievement and growth in the general classroom.

School-based AIG Specialists, in conjunction with the BCS AIG Coordinator, regularly analyze available data for AIG students, including academic achievement, academic growth, and behavioral and social-emotional data. This analysis is shared and discussed quarterly with School Improvement Teams (SIT) and at least annually with groups such as the District Leadership Team and Curriculum and Instruction Team to further inform course scheduling and grouping decisions.

*** Practice E**

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.

Beaufort County Schools makes every effort to keep students, families, employees, and any other stakeholders informed about gifted education law and policy as well as the local AIG Plan. All stakeholders can access the approved local AIG Plan, its appendices, and contact information for the AIG Coordinator and school-based AIG Specialists via the Beaufort County Schools website. School-based AIG Specialists communicate general, non-confidential information to families through means such as print or digital newsletters, school websites, and other electronic communication (e.g. email, professional social media accounts).

The BCS AIG Coordinator and school-based AIG Specialists collaborate to disseminate information about the AIG Program to Beaufort County School employees in a variety of ways. These methods include but are not limited to:

- Annual training and/or updates for teachers, school administrators, and support staff on AIG regulations and procedures (e.g. relevant state law; the use of multiple criteria to recognize AIG students; and the nomination, identification, and service delivery process).
- Regular updates from the BCS AIG Coordinator at meetings of the AIG Specialist Team, District Team, Curriculum and Instruction Team, and/or District MTSS Team.
- Updates from the BCS AIG Coordinator at Board of Education meetings upon the Board's request.

*** Practice F**

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

Open communication among all stakeholders is essential in ensuring the continuation of appropriate AIG services throughout a student's school experience. The BCS AIG Coordinator and school-based AIG Specialists facilitate ongoing communication among teachers, schools, and other stakeholders, including Multilingual Learner (ML) and Exceptional Children (EC) contacts, concerning delivery options as AIG students transition between grade spans and/or schools.

The school-based AIG Specialists collaborate with classroom teachers to develop and implement Differentiated Education Plans (DEPs) for gifted students. AIG Specialists share these plans annually and meet formally and informally with classroom teachers to discuss AIG student needs, particularly at key transition points.

School-based AIG Specialists maintain student records in folders and in PowerSchool. Records are transferred between schools when identified students move between schools within Beaufort County. If a student moves out of the school system, the AIG Specialist sends their AIG portfolio with other transfer information.

Supports are offered to AIG students as they transition between schools and services. Receiving AIG specialists are invited to feeder schools to review program and student goals and services offered at the next level. Rising ninth graders and their parents are invited to tour high school facilities, learn about high school expectations, ask class registration questions, and hear information about possible academic, social, and athletic opportunities.

*** Practice G**

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

A well-planned array of service delivery options (as described in Standard 2, Practice A) provides most gifted students with avenues for enrichment and extension. However, some gifted students may require more radical differentiation strategies and/or placements. The Beaufort County Schools AIG Plan, in conjunction with the Beaufort County Board of Education Policy Manual, North Carolina General Statutes, and North Carolina Board of Education Policies, defines how students are able to access accelerated instruction, if warranted. These options include early entrance to Kindergarten, subject or grade acceleration, Credit by Demonstrated Mastery, dual enrollment, attendance at residential schools, early college or university admission, or other independent study.

EARLY ENTRANCE TO KINDERGARTEN

Parents seeking early entrance to Kindergarten for their student(s) can get information about this process from the BCS AIG Coordinator, Chief Academic Officer, and/or school principal. These children must meet the following criteria as explained in Beaufort County Board of Education Policy 4100, Age Requirements for Initial Entry (as well as the cross-referenced components of North Carolina General Statutes 115C-364 and North Carolina State Board of Education policy Standards for Early Admission to Kindergarten, policy ID KNEC-001):

- The child has reached his/her fourth birthday on or before April 16
- The child is presented for enrollment no later than the end of the first month of the school year
- The child demonstrates an extraordinary level of academic ability and maturity as evidenced by the following documentation to be furnished by the parent(s)/guardian(s) "within the first 30 calendar days of the school's instructional year" (North Carolina State Board of Education, 1999b)
- A score of 98th percentile on an individual aptitude test given by a certified psychologist at parent/guardian expense
- An achievement level "two to three years beyond the child's peers" (North Carolina State Board of Education, 1999b) as evidenced by a 98th percentile score on a standard test of achievement given by a certified psychologist at parent/guardian expense

- Student work samples documenting performance "well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency" (North Carolina State Board of Education, 1999b)

- Letters of recommendation with specific documentation of physical and social maturity.

In determining eligibility for early entrance to Kindergarten, the principal may confer with relevant staff to assist in making decisions about each case. In addition, the principal will conduct an informal interview with the child to determine his/her level of curiosity and interest in learning, as well as a more structured interview with the parents to explain school expectations. The principal will reach a decision regarding early kindergarten entry within three weeks after receiving the required information from the parent(s)/guardian(s), and the principal may decide to implement a conditional enrollment period of up to 90 days "in order to observe whether the child is able to adjust to the school setting" (North Carolina State Board of Education, 1999b).

Early entrance to kindergarten does not constitute AIG identification. However, AIG Specialists will review the files of students admitted to school according to these guidelines after the first ninety calendar days of the child being enrolled in school, if the principal deems it appropriate for the child to continue in kindergarten. If the records indicate gifted potential, then the school-based AIG stakeholder team will proceed with reviewing the nomination as described in Standard 1, Practice B.

SUBJECT ACCELERATION

Subject acceleration options are available should AIG Specialists and AIG stakeholder teams deem this an appropriate service match for identified students. In determining whether subject acceleration is an appropriate student-service match, AIG Specialists will consult with classroom teachers and consider a student's level of interest and motivation; grades in the subject area; and previous achievement scores in the subject area, such as those on end-of-grade (EOG) or end-of-course tests (EOC), or other summative assessments.

AIG Specialists will also use available resources (e.g. secure released EOG/EOC items available through state-provided assessment systems) to determine a student's level of content mastery for any instruction that would be missed due to subject acceleration. Subject acceleration should not be provided for students who do not have a sufficient level of prior knowledge to enable success in the accelerated course; in these cases, curriculum compacting and/or enrichment may be more suitable service delivery options. As with any student-service match, AIG Specialists, AIG stakeholder teams, and all professionals involved should also be attentive to the social-emotional well-being of AIG students when considering subject acceleration.

AIG-identified middle school students may be eligible to take Advanced Math 6 in the sixth grade, Advanced Math 7 in the seventh grade and Math I in the eighth grade if it is deemed an appropriate placement by the AIG Specialist, AIG stakeholder team,

school principal, and middle school instructors. Additional advanced coursework in Math may be provided when necessary and appropriate. These Math services are delivered at the elementary school by highly certified teachers. The BCS Math Placement Document (Appendix 5) will be used to determine placement. The student's grades, EOG scores, interest, and level of motivation are all considered.

NC General Statutes Chapter 115C, Article 8, Part 1 states that "when practicable, local boards of education shall offer advanced learning opportunities in mathematics in grades three through five, and advanced courses in mathematics in all grades six and higher. When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics course in which the student is enrolled." Scoring a level five on a Math EOG or EOC does not in and of itself identify a student as gifted in Math; however, these students will be provided enrichment/acceleration opportunities in Math during the following school year. In grades 3-5, enrichment/acceleration will be provided through flexible grouping practices in the general education classroom or through services with the school-based AIG specialist since separate advanced level Math courses are not offered in these grades; in grades 6 and above, qualifying students will take the next advanced Math course in the sequence. For example, a fifth grade student scoring a level five on the Grade 5 Math EOG would take Advanced Math in Grade 6, a sixth grade student scoring a level five on the Grade 6 Math EOG would then take Advanced Math 7 in grade 7, a seventh grade student scoring a level five on the Grade 7 Math EOG would then take Math I in grade 8, and an eighth grade student scoring a level five on the Grade 8 Math EOG would then take Honors Math I in grade 9.

CREDIT BY DEMONSTRATED MASTERY

Another pathway for whole-subject acceleration is Credit by Demonstrated Mastery (CDM). This process, authorized and outlined under North Carolina State Board of Education policy CCRE-001, is a means "by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time" (North Carolina State Board of Education, 1999a). Courses completed via CDM do not carry grades, GPA quality points, or honors-level credit (Public Schools of North Carolina, 2021); however, the CDM process can be a useful way for some students to satisfy graduation requirements without seat time, thereby creating space in their schedules for more advanced coursework.

The CDM process is open to all students in grades 9-12 in high school courses and in grades 6-8 for high school courses offered in middle school; however, the following courses are not eligible for CDM:

- Career and Technical Education (CTE) work-based learning courses (co-op, internship, apprenticeship)
- CTE courses that have a clinical setting as a requirement of the course, such as Nursing Fundamentals

- CTE Advanced Studies courses
- CTE courses in pilot and/or field test status
- Healthful Living required courses
- Advanced Placement (AP) courses
- Occupational Course of Study (OCS) courses:

-Occupational Preparation I, II, III, and IV or Employment Preparation I: Science, II: Citizenship 1A and Citizenship 1B, III: Citizenship IIA and Citizenship IIB, IV: Math

Students must undertake the CDM process during specified Fall, Spring, and Summer testing windows set by the Department of Public Instruction (DPI). Specific dates for these windows, along with information about the entire CDM process, are posted on the Beaufort County Schools website. To earn credit via CDM, students must complete a two-phase process:

- Phase One: A course examination (i.e. an end-of-course test, CTE courses assigned with a State Assessment Proof of Learning (POL), or locally- developed assessment). The student must meet a score threshold set by DPI to move on to Phase Two. These thresholds vary by eligible course and are posted on the district website.
- Phase Two: An artifact demonstrating the student's ability to apply knowledge and skills of the course. In the event a student progresses to Phase Two, a school or district CDM Student Review Panel will be convened to review and evaluate the artifact. As stated in the DPI Implementation Guide for Credit by Demonstrated Mastery (Public Schools of North Carolina, 2021), the CDM Student Review Panel shall consist of at least two content-area experts, the school principal (or designee), and an AIG or Curriculum and Instruction Specialist. This team will issue a decision regarding whether credit will be awarded; families may appeal this decision, and information on the appeals process is shared prior to beginning the Phase Two process.

GRADE ACCELERATION

Grade acceleration is available should AIG Specialists and AIG stakeholder teams deem this an appropriate service match for identified students. Parents/guardians who feel grade acceleration may be appropriate for their child should discuss this option with their child's AIG Specialist, current classroom teachers, and school principal.

In determining whether grade acceleration is an appropriate student-service match, AIG Specialists will consult with classroom teachers and consider a student's level of interest and motivation; grades in all subject areas; and previous achievement scores, such as those on end-of-grade (EOG) or end-of-course tests (EOC), or other summative assessments.

AIG Specialists will also use available resources (e.g. secure released EOG/EOC items available through state-provided assessment systems) to determine a student's level of content mastery for any instruction that would be missed due to grade acceleration. Grade acceleration should not be provided for students who do not have a sufficient level of prior knowledge to enable success in the accelerated grade; in these cases, curriculum compacting and/or enrichment may be more suitable service delivery options. As with any student-service match, AIG Specialists, AIG stakeholder teams, and all professionals involved should also be attentive to the social-emotional well-being of AIG students when considering grade acceleration.

If, after reviewing the information described above, the AIG Specialist and AIG stakeholder team feel a student would benefit from grade acceleration, the AIG stakeholder team makes this recommendation to the school principal, who conducts a conference with the teacher, principal, school counselor, school psychologist, and the student's parent(s)/guardian(s). The superintendent or designee shall review the recommendation before a double promotion occurs. The school principal has the ultimate responsibility for placement and grading of students in accordance with federal, state, and local regulations.

DUAL ENROLLMENT

Dual enrollment allows middle and high school students to be enrolled in two levels of schooling at the same time. Students may remain at an appropriate level for the majority of their study and attend an advanced level for a specific course or period of time. This option may be appropriate for high school students who may be enrolled in postsecondary courses or middle school and high school students who may enroll in advanced courses via distance learning options (e.g. Beaufort County Virtual Academy or North Carolina Virtual Public School). Students seeking these placement options must comply with North Carolina Statutes and meet the criteria as described in Beaufort County Board of Education Policy 3101, Dual Enrollment.

RESIDENTIAL SCHOOLS & EARLY ADMISSIONS

For some AIG students, full enrollment in institutions outside of Beaufort County Schools may be appropriate. The North Carolina General Assembly funds two residential schools, the North Carolina School of Science and Math (NCSSM) and the North Carolina School of the Arts (UNCSA), that address the unique needs of highly gifted students with significant interest in these subject areas. Some AIG students may choose to apply to colleges or universities that offer early admission; if accepted, these students may transfer from high school into such programs. The early admission student who completes graduation requirements must adhere to the guidelines presented in Beaufort County Board of Education Policy 3460 Graduation Requirements. AIG Specialists and school

counselors work to identify potential applicants for NCSSM, UNCSCA, and early university admissions, and these students must meet selection criteria to attend.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Beaufort County Schools (BCS) provides service delivery options for traditionally underrepresented AIG populations. Each elementary school has a talent development component established for students in Kindergarten through third grade (as outlined in Standard 3, Practice G) that seeks to foster giftedness in all students, including those from underrepresented populations. AIG Specialists may also collaborate with classroom teachers in grades three and above to identify potentially gifted students from underrepresented groups, provide strategies for differentiating instruction to challenge these students, and provide talent development services directly with these students when possible.

Every effort is made for the referral and identification of students who represent their school population. In their annual faculty presentations, AIG Specialists emphasize the importance of paying particular attention to gifted potential in traditionally underrepresented populations and discuss the perspectives on giftedness in these groups, including varied cultural attitudes toward giftedness and ways in which gifted traits manifest. Alternative assessments (e.g. nonverbal testing) may be used for identification purposes, especially when traditional assessments may not accurately capture the abilities or achievement of underrepresented populations. Specialists serving underrepresented populations (e.g. school counselors, school social workers, Exceptional Children and English Learner teachers) will collaborate with the AIG stakeholder team when gifted nominations for students in these populations are discussed.

Through the collaboration of various professionals, the BCS AIG Program provides comprehensive services for traditionally underrepresented populations. AIG Specialists partner with any school support personnel (e.g. school counselors, school social workers, Exceptional Children's and English Learner teachers) to develop and provide services specifically targeting the needs of traditionally underrepresented populations while also fostering their intellectual interests and academic growth. AIG Specialists must also ensure the materials used in gifted services are representative of and responsive to all populations, not just majority groups, and help raise this awareness with all classroom teachers.

A key aspect of programming for underrepresented populations, especially culturally/ethnically diverse groups, is active, regular, consistent communication between AIG Specialists and parents/guardians of gifted or potentially gifted students in these populations. Translators should be used as needed.

The equitable representation and service of gifted students from underrepresented populations is also supported by regular, systematic data analysis. Standard 6, Practice E describes the process for monitoring the representation, performance, and retention of underrepresented populations in the BCS AIG Program. In addition to these techniques, the BCS AIG Coordinator and AIG Specialists analyze demographic data for representation in various service delivery options (e.g. advanced coursework, subject/grade acceleration, admissions to residential schools, dual enrollment, etc) as well as the performance of demographic subgroups in these services (e.g. as indicated by summative assessment and growth data). This analysis can indicate areas in which underrepresentation continues to occur as well as areas where specific, intentional support is needed to ensure the success of underrepresented students.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Providing services for advanced learners is a collaborative school effort, is the responsibility of all school personnel, and extends beyond the traditional bounds of the classroom. In addition to academic pursuits, AIG Specialists and classroom teachers offer extracurricular opportunities to further enrich and engage student interests. These opportunities may include mentoring programs, job shadowing, cooperative education, internships, apprenticeships, clubs, competitions, and camps. Examples of specific activities include but are not limited to: Battle of the Books, Chess Club, geography and spelling bees, Jr. Beta Club, Beta Club, MathCounts, Mock Trial, Model UN, Odyssey of the Mind, Robotics Club, science competitions, Yearbook, Art Club, and Steppin' Out. Specific offerings may vary between schools and school years based on availability. Additional support may be provided by Instructional Technology Leaders (ITLS), cultural arts teachers, and community partners.

Providing extracurricular programs and events is the responsibility of the total school community. The BCS AIG Coordinator collaborates with the District Team and AIG Advisory Council to maintain awareness of various extracurricular opportunities. School-based AIG Specialists collaborate with parents and other community members to communicate and enhance the offerings available to their gifted students.

*** Ideas for Strengthening the Standard**

BCS recognizes the diverse academic, intellectual, social, and emotional needs of gifted learners and potential gifted learners. Therefore, the BCS AIG program offers a variety of settings, services and instructional strategies to best meet students' individual needs.

BCS AIG coordinator and school-based AIG specialist collaborate with various stakeholders through PLCs, SIT/MTSS meetings, and AIG Advisory Council to ensure consistency of the AIG program across schools and the district.

Planned Sources of Evidence

* Differentiated Education Plans (DEPs)

* Meeting Agendas & Minutes (PLCs, SIT/MTSS, AIG Advisory Council)

* BCS AIG Watchlist

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

All educators in Beaufort County Schools (BCS) are expected to plan instruction based on the North Carolina Standard Course of Study (NCSCoS) and differentiate instructional content, process, and products according to student readiness, interests, and learning profiles. Effective differentiation for gifted students is a collaborative process between all educators -- AIG Specialists, classroom teachers, and other support staff (e.g. English Learner or Exceptional Children's teachers, etc).

1. At all grade levels, the role of classroom teachers in differentiating the curriculum for gifted learners is to provide opportunities within the regular classroom for gifted students to build on content they have already mastered by exploring it in new ways, applying it to new contexts, or moving ahead to new concepts. This can be accomplished using research-based strategies such as flexibly grouping students by similar interest and ability, delivering course content to students through higher-level readings and multimedia resources, and providing rigorous, open-ended, choice-driven options for students to demonstrate knowledge such as tiered assignments or project-based learning.
2. AIG Specialists provide support to classroom teachers by providing resources, modeling instructional strategies, and participating in collaborative planning.
3. Gifted students are given opportunities to work with other gifted students both by being clustered in the regular classroom and by enrichment, extension, and acceleration opportunities through direct instruction with the AIG Specialist for pull-out and/or

push-in reading and math groups.

4. Content and pace are differentiated for high ability learners including but not limited to: grade or course acceleration, flexible grouping, online learning, Honors/AP classes at the high school level, dual enrollment courses, or Credit by Demonstrated Mastery.
5. The AIG Specialists may deliver whole-class enrichment lessons that relate to the NCSCoS but are deeper and/or more complex than typical classroom instruction.

*** 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.

AIG Specialists and classroom teachers use each student's collected data (see Standard 1, Practice B) as the basis for an appropriate match to differentiated services and use on-going data to inform flexible groups based on skills, interests, and/or learning modalities. Differentiation builds upon and extends beyond the NCSCoS through the integration of a variety of instructional practices including, but not limited to:

- Advanced Courses (6-12)Curriculum Compacting
- STEAM (Science, Technology, Engineering, Art, and Math) Activities
- Coding/Robotics
- Project/Problem Based Learning (PBL)
- Socratic Seminars/Shared Inquiry
- Genius Hour/Passion Project or other interest-based activities

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Beaufort County Schools (BCS) utilizes an eighteen-month curriculum adoption process, guided by a Curriculum Council, to identify core curriculums that best support all learners, including gifted students, in the regular classroom. The BCS AIG Coordinator and AIG Specialists meet regularly to share best practices and materials as well as to provide and/or receive professional learning on their use. Resources are selected based on student interests and needs, supporting research, and the quality of the material itself. These resources enhance student learning through their use within the North Carolina Standard Course of Study (NCSCoS) and strong differentiated instruction.

*** Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Beaufort County Schools AIG Specialist and classroom teachers seek opportunities to empower AIG students as critical thinkers, communicators, collaborators, creators, and leaders. AIG Specialists collaborate with classroom teachers and other support staff to design rigorous, relevant experiences fostering these future-ready skills within core instruction and AIG service delivery. These experiences may include but are not limited to:

- Project-based learning
- Critical and creative thinking
- Socratic Seminars
- Simulations
- William & Mary Center for Gifted Education Curriculum
- Mentoring Mathematical Minds
- Collaboration
- Problem-solving strategies
- Flexible groups

- Apprenticeships and mentorships
- Interdisciplinary and thematic units
- Leadership opportunities

While technology does not build future-ready skills in isolation, technology can be used as a vehicle to enhance students' critical thinking, collaboration, and creativity skills. AIG students may have access to the following resources:

- Robotics
- 1:1 Devices
- 3D Printers
- Makey Makey
- Virtual Reality Headsets
- iPads

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Beaufort County Schools (BCS) uses a variety of assessments, both formative and summative. Formative assessments include, but are not limited to:

- Exit tickets
- Checklists
- Pre-tests

- Student work products
- Teacher observations
- NC Check-ins
- Diagnostic assessments
- Progress monitoring assessments
- Universal screeners

Summative assessments include, but are not limited to:

- Teacher-created unit tests
- Common Formative Assessments (CFAs)
- Locally-developed final exams
- Advanced Placement exams
- North Carolina End-of-Grade
- End-of Course tests

Professional learning communities (PLCs) are a fundamental component within an MTSS for groups of grade-level and/or subject-area teachers, along with AIG Specialists. PLCs meet on a regular basis to analyze current data to evaluate the overall effectiveness of instruction as well as the implications for differentiation. Data is also used to determine the most beneficial flexible grouping arrangements based on student readiness, interest, and/or learner profiles. Through their involvement in PLC meetings, school-based AIG Specialists can provide expert guidance on the differentiation best practices for advanced learners suggested by ongoing assessment data.

*** Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

School based AIG Specialists work with administrators, counselors, and classroom teachers to provide emotional support to gifted learners by creating a schedule to regularly conference with the students. Conferences with AIG specialists, administrators, counselors and/or classroom teachers ensure that students feel supported emotionally, not just academically, when they are provided an opportunity to talk about their successes and struggles, and to reflect about how things are going overall.

School-based AIG Specialists support gifted learners in understanding how to advocate for themselves by teaching students to self assess their needs and select appropriate strategies in a positive and productive manner.

School-based AIG Specialists will include learning about the social and emotional needs of AIG students when delivering professional development to school based staff.

District AIG Team provides resources to parents, teachers, and students for social and emotional needs of gifted learners in a variety of ways including digital resources and personal consultation.

*** Practice G**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

BCS strives to have an on-site AIG Specialist at each elementary school that provides intentional instruction based on students' academic, intellectual, and social emotional needs to nurture potential in K-3 students. These school-based AIG Specialists collaborate with K-3 staff to support the needs of high achieving K-3 students and include strategies for differentiating talent development based on students' strengths, opportunity gaps, and/or potential when providing professional development to staff.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

BCS school-based AIG Specialists work with instructional and support staff to assist in differentiating curriculum for all students. AIG specialist support staff in ways to differentiate within procured curriculums and provide strategies for developing

differentiated self-created curriculum. These supports may include, but are not limited to, working with classroom teachers by planning, modeling and/or co-teaching lessons.

*** 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 student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

BCS utilizes both universal screening and referrals to identify students for AIG services. The COGAT is used as a universal screener for all 3rd grade students. Achievement and additional aptitude data (when necessary) are used to determine need for services. Achievement data is considered for two years. Aptitude data has no time limit. Students may be referred at any time by teachers, parents, or themselves. In the case of students who are being considered through Pathway Three (third grade) or Pathway Four (grades 4-8), the site-based AIG stakeholder team will review the student's data to determine if the student demonstrates a need for services. As outlined in Standard One Practice B, services are matched to demonstrated needs. Once the DEP is signed, a copy is placed in the student's AIG folder and another is given to the parents/guardians. Each school year, the DEP is updated to reflect current services and can also be updated throughout the school year if there is a need for change in services. Parents/guardians sign the form each time it is updated and are given a copy. When students are identified, parents are invited to meet with the school AIG specialist to learn about service determination procedures.

If parents/guardians elect to waive services at any point during the year, this should be documented on the DEP with parent signature and date. Services should cease on the first day of school following parent signature.

*** Ideas for Strengthening the Standard**

In previous years, BCS has been limited in the amount of differentiated curriculum resources available to AIG specialists. Therefore, BCS has procured a limited number of curriculum resources for ELA (William & Mary Center for Gifted Education Curriculum) and Math (Mentoring Mathematical Minds) which will be available to AIG specialists to support AIG students' needs.

Planned Sources of Evidence

* PLC Agendas & Minutes

* AIG Professional Development Sign-In Sheets

* Differentiated Education Plans (DEPs)

Documents

Type

Document Template

Document/Link

AIG Standard 3 Additional Resources

N/A

Standard 4: Personnel and Professional Development

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing 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.

BCS provides a district AIG Coordinator. The AIG Coordinator is required to have AIG licensure per the NC AIG Program Standard 4a.

AIG Coordinator Responsibilities:

- Coordinates with school-based AIG specialists to oversee documentation for identification and student education plans.
- Oversees management of funds for and coordinates implementation of gifted education professional development for district staff and AIG Specialists.
- Coordinates stakeholder input, collaboration, and communication through the AIG Advisory Group, school-based information events, and website updates.
- Collaborates with district leadership as an advocate for gifted learners and the implementation of the AIG plan.
- Participates in regional and state meetings and professional development.
- Facilitates the Procedure to Resolve Disagreements.

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

BCS strives to have a certified AIG-licensed specialist in each of our schools that serves students in Grades K-8 and a counselor(s) in each of our high schools dedicated to supporting AIG students in Grades 9-12.

The school-based AIG specialist serving students in Grades K-8 will:

- Oversee the implementation of the district's AIG Plan in the school
- Collaborates with the school leadership and MTSS teams to share and discuss the AIG program and data.
- Adapt 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.
- Employ 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.
- Use on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- Use effective curricular and instructional practices to support the social and emotional needs of AIG students.
- Cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.
- Collaborate with school-based PLCs to develop and implement differentiated curriculum and instruction.
- Develop the DEP (Appendix 6) to document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student and maintain student AIG records.

- Review and meet with families as needed to ensure effective programming.
- Collaborate with district AIG coordinator to verify data prior to the fall and spring AIG headcount.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the district's AIG plan.
- Aid in transitions from school to school.

The high school counselor(s) serving students in Grades 9-12 will:

- Oversee the implementation of the district's AIG Plan in the school
- Report to the school-based administrator and AIG district coordinator issues with students, parents, or program.
- Collaborates with the school leadership and MTSS teams to share and discuss the AIG program and data.
- Inform students and parents/guardians of scheduling options to best meet the needs of the AIG student each semester.
- Collaborate with district AIG coordinator to verify data prior to the fall and spring AIG headcount.
- Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- Implement student screening, referral, and identification processes consistent with the district's AIG plan and notify district AIG coordinator of any students newly identified.
- Inform teachers of any students with AIG identification.
- Collaborate with teachers as needed to support AIG students who are underperforming.
- Aid in transitions from school to school.
- Provides consultative services as needed to address the social and emotional needs of AIG students.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Classroom Teachers: Differentiate instruction to meet the needs of students who have been identified as AIG; refer questions from parents/guardians and stakeholders about AIG service delivery models to the AIG Specialist; collaborate with AIG Specialist to stay abreast of best practices for supporting gifted learners; integrate research-based best practices for gifted learners into classroom instruction; participate in the screening, referral, and identification processes as they are explained in the District Plan.

Instructional Specialists: Refer questions from parents/guardians and stakeholders about AIG service delivery models to the AIG Specialist; integrate research-based best practices for gifted learners into classroom instruction; and invite AIG Specialists to meetings to determine tiered services for AIG students, including but not limited to twice exceptional, multilingual (ML), and students who are underperforming.

Student Services Personnel: Collaborate with AIG Specialists to develop class rosters that facilitate effective delivery of gifted services; refer questions from parents/guardians and stakeholders about AIG service delivery models to the AIG Specialist; participate in the screening, referral, and identification processes as they are explained in the District Plan; invite AIG Specialists to the annual review meetings for students who are twice identified; and participate in ongoing professional development regarding the unique social-emotional needs of AIG students.

Administrators: Coordinate with AIG Specialists and/or counselors to develop a school-wide schedule that allows for effective delivery of gifted services; refer questions from families and stakeholders about AIG service delivery models to the AIG Specialist; establish a school-based AIG stakeholder team to assist in the screening, referral, and identification processes as they are explained in the District Plan; collaborate with the district AIG Coordinator regarding the implementation of the BCS AIG District Plan and communicate the school-level implementation of the BCS AIG District Plan.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Building level administrators, in collaboration with AIG Specialists, place AIG students in classes to ensure service delivery, including but not limited to flexible grouping, cluster grouping, push in/pull out, or advanced courses. AIG students are matched with teachers who are AIG certified, working on certification, or collaborate on a regular basis with the school-based AIG Specialist to meet the academic and social and emotional needs of highly gifted learners.

The District AIG Coordinator will make other BCS employees aware of the opportunities to become AIG certified. Current BCS certified staff who complete AIG professional development will earn CEUs. For current BCS certified staff seeking AIG add-on certification by taking the Praxis, the Praxis registration fee will be reimbursed by BCS upon passing.

*** Practice E**
Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

BCS recruits AIG licensed teachers at a variety of in-state and out-of-state colleges, including HBCUs, as well as at local and regional job fairs.

The District AIG Coordinator surveys all certified staff each fall to determine interest in AIG certification, and will communicate certification pathways to those interested. Staff have the option of joining a BCS support network along with other staff also seeking certification. For staff seeking AIG add-on certification by taking the Praxis, the Praxis registration fee will be reimbursed by BCS upon passing. Members of the BCS support network who earn AIG certification will have their names placed on a list that is shared with school-based administration to be considered for job opportunities as available.

BCS will retain currently AIG licensed staff by providing opportunities for staff to network and collaborate with other AIG teachers in and out of the district. The opportunities include, but are not limited to district and/or regional AIG PLCs, professional development opportunities, and learning walks with other AIG teachers.

*** Practice F**
Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

The District AIG Coordinator surveys all certified staff annually to identify the needs of the district with regards to equity and excellence in gifted education. Based on the results of the survey, the District AIG Coordinator collaborates with school-based AIG

Specialists to design and implement professional development around the critical actions for equity and excellence in gifted education to meet the needs of all staff. Professional development may include, but is not limited to, the following:

- District Professional Development opportunities
- Regional and/or State Professional Development opportunities
- School-based Professional Development opportunities
- PLC support
- Learning Walks within or outside of the district

*** Practice G**

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

School-based AIG Specialists will deliver school-based staff development each year on gifted best practices, based on staff needs surveys.

School-based AIG Specialists will collaborate with the District AIG Coordinator to seek grant opportunities that would allow for attendance at regional, state, and national conferences, workshops, and other professional development trainings that refine and expand their expertise in the instruction of gifted students. In addition, school-based AIG Specialists will collaborate with the District AIG Coordinator to seek grant opportunities to provide additional resources to support gifted students.

District AIG Coordinator and school-based AIG Specialists will visit other LEAs that provide gifted services that are noted as exemplars within the field.

School-based AIG Specialists who serve students in Grades K-8 work closely and consistently with teachers through PLCs and other collaborative meetings to analyze data, plan for instruction, discuss ways to meet the academic and social and emotional needs of students during instruction, and share established and research-based instructional resources.

*** Ideas for Strengthening the Standard**

BCS recognizes the need to have AIG licensed staff in every school. In an effort to increase the number of AIG licensed staff, BCS will offer CEUs to staff who complete AIG professional development and will reimburse registration fees for teachers who pass the Praxis for add-on licensure in the area of AIG.

School-based AIG Specialist will provide on-going professional develop to staff within their schools to support the diverse needs of gifted learners.

BCS will seek grant opportunities to support staff in attending AIG trainings/conferences outside of the district in order to grow in their knowledge and understanding of best practices to support gifted learners.

Planned Sources of Evidence

* List of BCS Staff with AIG Licensure

* AIG Professional Development Sign-In Sheets

* BCS Staff Attendance at Regional, State, and National Conferences, Workshops or other Professional Development Trainings

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The school-based AIG Specialists (Grades K-8) and school counselor(s) (Grades 9-12) are the first line of contact for building and maintaining partnerships with parents of gifted students. AIG Specialists communicate with parents using the following:

- Meetings with parents annually to evaluate services as outlined in the DEP and make any necessary changes to meet the needs of the gifted learner.
- Holding school-based parent meetings, and/or attending school-based curriculum nights.
- Including a link on the school website to the district AIG website.
- Sharing information using newsletters, emails, phone calls, and/or communication apps with stakeholders, parents and administration with AIG information, including special AIG events.

The BCS AIG Coordinator works to facilitate and strengthen community partnerships at the district level through activities such as:

- Collaborating with the Public Information Officer to showcase AIG initiatives via print and digital media outlets.
- Maintaining the district AIG website, where the AIG Plan and supplementary documents are housed.
- Encouraging schools to include the AIG program as part of their School Improvement Plans.
- Establish and leading regular meetings of the BCS AIG Advisory Council (described in detail in Standard 5, Practice C).

*** Practice B**

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

BCS partners with local and state organizations to support families, such as Bright Futures, Wright Flight, Beaufort County Community College (BCCC), North Carolina School of Science and Math, North Carolina Virtual Public School, and North Carolina Governor's School, to offer opportunities for students.

District AIG Coordinator and school-based AIG Specialists collaborate to seek grant opportunities to partner with community members to bring unique learning opportunities for students.

AIG students have additional opportunities for enrichment through after-school programs and clubs.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

BCS AIG Coordinator develops an AIG Advisory Council Interest Survey. This survey is shared with all BCS parents/guardians, staff, students and community stakeholders through an all-call and the BCS webpage.

School-based AIG Specialists also share the survey with staff, students, and parents/guardians.

All persons expressing an interest via the survey will be invited to the BCS Advisory Council meetings. Times and locations will be determined by the group in conjunction with the BCS AIG Coordinator.

The purpose of the BCS AIG Advisory Council is to:

- Provide input and feedback during the AIG plan development and revision process.
- Share what is working well and suggestions for improvement around the implementation of the AIG plan.
- Analyze district-level AIG data to monitor program effectiveness.

*** Practice D**

Informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community.

- The BCS AIG Coordinator creates a link to the BCS AIG Plan located on the district website, and AIG Specialists will include it on school AIG websites.
- The BCS AIG Coordinator maintains the AIG website with current and relevant information for program transparency.
- The BCS AIG Coordinator collaborates with the BCS Multilingual Learner (ML) Lead Teacher to translate AIG documents into languages reflective of the community.
- School-based AIG Specialists collaborate with ML personnel as needed for translation with ML parents/guardians and population.
- School-based AIG Specialists hold school-based parent meetings, and/or attend school-based curriculum nights.

- The BCS AIG Coordinator will present information and updates to the Board of Education.

*** Ideas for Strengthening the Standard**

BCS has established an AIG Advisory Council comprised of various stakeholders who helped in the planning of the 2022-2025 AIG plan. This council will continue to meet on a regular basis to monitor AIG plan implementation and data.

The newly created BCS AIG website will provide access to the BCS AIG plan and AIG resources for all stakeholders.

Planned Sources of Evidence

* BCS Advisory Council Interest Survey

* BCS Advisory Council Agendas, Minutes, and Emails

* BCS AIG Website

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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 diverse academic, intellectual, social, and emotional needs of gifted learners.

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-8 [Article 9B]), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

BCS will write and submit an AIG plan in July of 2022 that has been read and approved by the Beaufort County Board of Education.

*** 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.

Each school has a licensed AIG specialist/designee to oversee the AIG program. This AIG designee will oversee the implementation of the district's AIG Plan in the school and meet with school leadership on a regular basis. This AIG specialist/designee is responsible for maintaining all AIG documentation in students' cumulative folders.

School Improvement Teams, grade level/departments professional learning communities, and MTSS teams will be updated on plan, implementation, and students with DEPs.

During quarterly AIG leadership meetings, AIG district coordinator and AIG specialists/designees will discuss the AIG plan and

provide monitoring evidence. Before fall and spring DPI AIG headcounts, AIG district coordinator will have completed site monitoring at each school to ensure fidelity of implementation.

*** Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

Chief Academic Officer, Chief Finance Officer, and AIG district coordinator will meet in the spring/summer to create an AIG budget. This group will also meet twice yearly to monitor the implementation of the budget.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

AIG district coordinator will lead school level AIG specialists/designees in a data analysis during quarterly AIG leadership meetings to discuss patterns and trends over time.

Beaufort County Schools AIG district coordinator, accountability department, and school improvement teams will present data to Beaufort County Board and SIT team yearly.

AIG data will also be shared on AIG website that includes achievement, growth, and dropout data.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

AIG district coordinator will collaborate with the district data coordinator to analyze fall and spring AIG headcount. Data will be monitored and discussed at AIG specialists' quarterly meetings for representational gaps.

AIG district coordinator and school level AIG specialists/designees will analyze local norms to make sure that a single criteria is not blocking identification for specific sub groups.

AIG specialists/designees will collaborate with school MTSS teams to determine students that are performing or progressing at a higher than normal average and are not identified as AIG. These students will be added to the watch list.

AIG specialist/school designee will monitor the performance of identified AIG students and watch list students at the end of each nine weeks to ensure the students are receiving services that best meet their needs.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.71%	11.72%	---	8.38%	---	22.21%
Male	---	<5%	11.00%	---	9.52%	---	22.70%
Total	---	<5%	11.36%	---	8.99%	---	22.46%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

AIG district coordinator will work with Beaufort County Schools human resources to monitor AIG licensure and AIG PD teachers receive from the local AIG plan.

*** Practice G**

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

AIG district coordinator will meet with AIG stakeholder Advisory Panel to receive feedback on the program. This feedback will be centered on implementation and effectiveness.

Survey for AIG services and implementation will be provided yearly for all K-12 stakeholders including students, parents, and teachers.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

AIG district coordinator will collaborate with school AIG specialist/designees to analyze feedback from AIG stakeholder Advisory Panel and AIG survey. Changes will be made to the AIG plan as necessary and taken to the Beaufort County Board of Education for approval.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

School AIG summary data will be presented to the Beaufort County Board of Education yearly as part of SIP presentation. LEA AIG summary data will be presented to the board yearly.

AIG summary data will be available to all stakeholders via the Beaufort County Schools AIG website.

*** Practice J**

Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Forms, processes, and procedures are created for use in Beaufort County Schools.

Within 10 days of identification, newly identified AIG students will have an AIG folder added to their cumulative folders by the school AIG specialist/designee and teachers will be notified.

Proper placement of incoming AIG students from other districts will take place at enrollment by AIG specialist/designee or school counselor. Placement information will be sent to AIG district coordinator to add to PowerSchool. Pink dots will be added to cumulative folder. AIG folder will be created by the school AIG specialist/designee and teachers will be made aware of identification. Differentiated Education Plan (DEP) meeting will take place with parents no more than 45 days after enrollment.

Data for watchlist students are reviewed annually. Students are reassessed as necessary based on the identification procedures outlined in Standard 1, Practice B. Once students are identified as AIG, they cannot be unidentified. However, parents can request a suspension of services. This must be done in writing yearly by completing and submitting the AIG Waiver of Services Form (Appendix 7) to the school-based AIG specialist.

BCS AIG Program Resolution of Disagreements

A hierarchical procedure will be utilized to resolve disagreements that may arise between the parent/guardian of a student and Beaufort County Schools regarding identification as Academically or Intellectually Gifted and/or the appropriateness of educational services offered.

PROCEDURES TO RESOLVE CONFLICTS RELATED TO IDENTIFICATION/SERVICES

Step 1: If a parent/guardian disagrees with AIG identification/services, a Resolution of Disagreements Form (Appendix 8) may be submitted to the school. Members of the school-based AIG stakeholder team will review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Written documentation of the team's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting.

Step 2: If the parent/guardian disagrees with the recommendation of the school-based AIG stakeholder team, an appeal may be made to the AIG district coordinator. The appeal form must be submitted within 10 days following the school-based review to the AIG district coordinator.

The AIG district coordinator will review the decision made by the school-based AIG stakeholder team and make a recommendation in writing regarding the appropriateness of the decision within 10 working days from receipt of the written request for an appeal. A copy of this recommendation will be sent to the parent/guardian and school principal.

Step 3: If the parent/guardian disagrees with the recommendation of the AIG district coordinator, a second appeal may be made to the office of the superintendent for review. This second appeal form must be submitted within 10 working days from the parent's/guardian's receipt of the recommendation from the AIG district coordinator. The superintendent or superintendent's designee will review each appeal with regard to the appropriateness of procedures followed and how program guidelines were applied. The superintendent will review the appeal if previously reviewed by the designee. Written notification of the superintendent's decision will be sent to the parent/guardian, AIG district coordinator, and school principal within 30 working days from the receipt of the second appeal.



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* Ideas for Strengthening the Standard

BCS will create a new AIG website to house the current AIG plan, AIG forms, and resources and continue to train and support all stakeholders on the 2022-2025 AIG plan.

Planned Sources of Evidence

* BCS AIG Website

* Meeting Agendas & Minutes (AIG Advisory Council, AIG Specialists, SIT/MTSS teams)

* AIG Surveys

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 Resolution of Disagreements

Local Board of Education Approval

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/03/2022 

Original Application Submission Date: 06/30/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>BCS AIG Plan-School Board Approval</u>

AIG Related Documents

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 BCS AIG Plan-School Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 Resolution of Disagreements

Glossary

Beaufort County Schools (070) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.