

Mission/Vision Statement and Funding

Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

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 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 343,419.00	* \$ 20,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. 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. BCS uses referral forms that may be used by teachers, parents, the school-based AIG Specialists, the BCS AIG Coordinator, 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 district AIG Stakeholder Team to determine if there is sufficient data to complete the identification process or if additional data must be obtained. *School-based AIG Specialist refers to a certified AIG teacher or AIG designee as appointed by school-based administration. 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 independently 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. 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, K-12, 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 school-based assessments and from other sources, such as the SAT, PSAT, and 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, EOCs, SAT, PSAT, ACT, IOWA). BCS will only cover assessment costs for NNAT, OLSAT and/or IOWA when students qualify for testing 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 District AIG Stakeholder Team, then the Naglieri Nonverbal Ability Test (NNAT) be given by AIG specialists or the 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 (Reading: verbal or total age or grade; OR Math: nonverbal or total age or grade) 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 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 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 specialist, or may also 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). All data must be collected from the same content area.
3. The AIG Specialist presents the data to the district AIG Stakeholder Team using the Multiple Criteria Rubric for reading and/or math. Students who score 10 or more points on the 20 point rubric will be allowed an opportunity to retest using the OLSAT or another approved nationally-normed aptitude / IQ test. Students who score 9 or fewer points on the 20 point rubric will be placed on a watchlist, which will be reviewed annually.
4. A BCS AIG Specialist and/or the BCS AIG Coordinator will administer the nationally-normed test if applicable. Students will be identified according to the same criteria as Pathways 1 and 2: 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 district AIG Stakeholder Team, or may also come from self-nomination.

When 4th-12th grade students are referred, the district 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 tests 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 (Reading: verbal or total age or grade; OR Math: nonverbal or total age or grade) 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 Pathways 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; OR 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, 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 specialist, or may also 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). All data must be collected from the same content area.
3. The AIG Specialist presents the data to the district AIG Stakeholder Team using the Multiple Criteria Rubric for reading and/or math. Students who score 10 or more points on the 20 point rubric will be allowed an opportunity to retest using the OLSAT or another approved nationally-normed aptitude / IQ test. Students who score 9 or fewer points on the 20 point rubric will be placed on a watchlist, which will be reviewed annually.
4. A BCS AIG Specialist and/or the BCS AIG Coordinator will administer the nationally-normed test if applicable. Students will be identified according to the same criteria as Pathways 1 and 2: Academically Gifted in Reading (AR), Academically Gifted in Math (AM), or Academically Gifted in Reading and Math (AG).

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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, multilingual learners, highly gifted, and twice-exceptional.

In K-2, students who are recommended by the 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 domains 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).

The district AIG Stakeholder Team will review the top 10% of students at each school following 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% 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.

When a student's data is being reviewed by the district 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.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	5.34%	---	---	---	14.83%
Male	---	<5%	6.43%	---	5.43%	---	13.66%
Total	---	<5%	5.86%	---	<5%	---	14.23%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

The District AIG Team is composed of the BCS AIG Specialists and the BCS 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.

The school-based AIG Specialist will maintain blue folders with AIG records including, but not limited to:

Students Identified in any area under the AIG umbrella

Current Differentiated Education Plan (DEP)

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 copy of the most recent DEP will be placed in the blue AIG folder inside each student's cumulative folder. Students on the AIG Watchlist: Parent/Guardian Consent of AIG Services (only for students receiving pull-out service) Students referred but NOT identified: Referral Form Data form for Evaluation & Identification Documentation of why the student did not qualify The District AIG Coordinator will review folders annually with school-based AIG Specialists to ensure compliance of screening, referral, and identification procedures. The school-based AIG Specialist will notify the BCS AIG Coordinator when a student is being considered for identification, and the district AIG Stakeholder Team will corporately identify students. The District AIG Coordinator will add the date of identification and the identification area in Infinite Campus.
* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. BCS AIG Specialists annually share the procedures for 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 all school staff in the fall 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. 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. Referral, screening, and identification processes are made available to the public through the BCS website. Identification process information is translated into needed languages for the community. This includes all parent letters being translated. The ML Program Leader and the Student Services Department will work together to ensure that translations in other needed languages are available.
* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. The school AIG Specialist will maintain documentation with AIG records including, but not limited to: Students Identified as AIG:

Current Differentiated Education Plan (DEP)

The DEP will be completed for all K-12 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 transcripts and course options with parents as needed or as requested.

Referral to AIG Program*

Parent/Guardian Consent for Evaluation*

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

Students on the AIG Watchlist:

AIG Watchlist Spreadsheet

Parent/Guardian Consent of Enrichment Services (only for students not identified as AIG but receiving enrichment services)

Students referred but NOT identified:

Referral to AIG Program

Documentation of why the student did not qualify.

School-based AIG Specialists maintain spreadsheet(s) of current AIG students which include all pertinent data. These databases are housed in a secure digital folder.

Each student with an AIG identification will have a DEP 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 and with other districts as necessary.

Parents/Guardians will be informed of the AIG folder and its contents by the school-based AIG specialist. Hard copies of documents will be available by request. Parents will be informed of AIG services by the school-based AIG specialist upon initial identification and yearly as needed.

* Practice G

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Beaufort County Schools is committed to providing a rigorous and appropriately challenging educational experience for all identified AIG students. To ensure that the academic and social-emotional needs of each gifted learner are met, the district develops and implements a Differentiated Education Plan (DEP) for every K-12 AIG-identified student.

The DEP serves as a comprehensive, student-centered document that outlines the differentiated curriculum and instructional services tailored to each student's area(s) of identification. This includes information on content acceleration, enrichment opportunities, flexible groupings, advanced learning environments, and other relevant service options that support both academic and affective development.

In addition to specialized AIG services, differentiated instruction is incorporated into daily instruction by classroom teachers across K-12 through the use of best

teaching practices. These include strategies such as curriculum compacting, tiered assignments, learning contracts, interest-based learning, and flexible grouping, ensuring that AIG students receive challenging, engaging, and meaningful learning experiences in the general education setting as well. Each DEP is collaboratively developed and reviewed annually in partnership with the AIG teacher, classroom teacher(s), school administration, and the student's parents/guardians. This collaborative review ensures that services remain responsive to the student's evolving academic needs, personal interests, and transitional goals, especially during key school transitions (elementary to middle / middle to high school). In addition to promoting a continuum of services, the DEP process ensures transparency, strengthens family engagement, and fosters consistency in AIG service delivery across schools in the district. The annual DEP meeting provides an opportunity to reflect on student growth, set new goals, and adjust instructional approaches to maximize student potential.	* Ideas for Strengthening the Standard To enhance the effectiveness and impact of Standard One, Beaufort County Schools is exploring several strategic improvements to the development and implementation of DEPs. These efforts are aimed at increasing consistency, deepening student engagement, strengthening communication with families, and ensuring that instructional practices are aligned with the needs of gifted learners across all grade levels. One key area of growth involves exploring the implementation of a district-wide digital platform for managing DEPs. By transitioning to a centralized, digital system, schools can more efficiently create, update, and access student plans, while also improving collaboration among AIG Specialists, classroom teachers, and parents. This approach promotes continuity of services and simplifies the documentation process, especially during transitions between grade levels or schools. Additionally, the district is working to increase student ownership of the DEP process. Students will be encouraged to participate in setting academic and personal goals, reflecting on their strengths and interests, and contributing to the annual review of their plan. By elevating student voice, the DEP becomes a more personalized and meaningful tool that supports both academic and social-emotional development. Strengthening classroom-level differentiation is also a priority. The district will provide ongoing professional development to general education teachers on best practices for differentiating instruction for gifted learners, in an effort to ensure all potential AIG students have the opportunity for identification. This training will focus on strategies such as curriculum compacting, tiered assignments, and interest-based learning, ensuring that gifted students are challenged appropriately within the regular classroom environment. In addition to improving identification, the district recognizes the need to develop talent in students who may not yet meet formal AIG criteria. To support this, we will explore the implementation of talent development opportunities such as enrichment groups, inquiry-based learning clusters, and targeted instructional extensions. These opportunities will be designed to nurture advanced potential and provide access to rigorous learning experiences that may lead to future identification.				
Planned Sources of Evidence <table><tr><td>* Digital DEP Form</td><td></td></tr><tr><td>* District AIG Shared Drive</td><td></td></tr></table>		* Digital DEP Form		* District AIG Shared Drive	
* Digital DEP Form					
* District AIG Shared Drive					

* AIG Teacher Notes and Documentation	* Professional Development Logs	
Type	Documents	Document/Link
AIG Standard 1 Additional Resources	N/A	 Referral to AIG Program- Parent Recommendation  Referral to AIG Program- Student (Self) Recommendation  Referral to AIG Program- Teacher Recommendation (K-3)  Referral to AIG Program- Teacher Recommendation (4-12)  Referral to AIG Program  Parent/Guardian Notice and Consent for Evaluation  Beaufort County Schools AIG Evaluation & Identification Form (K-3)  Multiple Criteria Rubric for Math Identification Pathway 3 (3rd Grade) & Pathway 4 (4th-6th Grades)  Multiple Criteria Rubric for Reading Identification Pathway 3 (3rd Grade) & Pathway 4 (4th-6th Grades)

Standard 2: Comprehensive Programming within a Total School Community	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	Standard 2: Comprehensive Programming within a Total School Community <i>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.</i> * Practice A Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, 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, and the array of services described in this section. All differentiated services are documented in the DEP. DEPs are reviewed annually by AIG Specialists. 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 All students in grades K-2 are nurtured in talent development from their classroom teacher (through differentiated classroom instruction) or from an AIG Specialist. These methods foster the development of gifted characteristics and allow classroom teachers and AIG Specialists an early opportunity to observe potentially gifted students. Working with the AIG Specialist in grades K-2 does not in and of itself constitute gifted identification. In rare cases of compelling evidence, students may be formally identified as Intellectually Gifted (IG) prior to third grade. (See Standard 3, Practice G for more information on talent development in grades K-2 and 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 from an AIG Specialist when available. These methods 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
Push-In
Pull-out
Accelerated subject or grade work

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

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
Push-In
Pull-out
Accelerated subject or grade work

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 9th- 12th All students will receive consultation with school counselors to ensure that they are taking rigorous courses of study that follow post high school plans. 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) upon approval. All BCS students have access to a college liaison through a partnership with BCCC.	  Click here to remove the table and use only the narrative field.
* Practice B Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, 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 and other members of the Student Services Department to provide additional support in meeting AIG students' social and emotional needs. School counselors interact with AIG students in individual and small group sessions, offer course suggestions, facilitate the high school registration process, and generally assist with all crucial transitions. 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 the annual DEP review, AIG Specialists examine 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 PLCs operating within a MTSS framework. In regular PLC meetings, grade level meetings, and/or subject area meetings, teams discuss students' academic performance as well as their social-emotional needs.	  Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. 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 Leadership 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 Curriculum and Instruction Team: comprised of the Chief Academic Officer, K-12 Curriculum Director, and Instructional Support Specialists

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 PLCs
School Improvement Teams
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.

BCS 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 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 individual students working with the teacher, small groups of students working cooperatively, and/or whole class activities. Additional time, specifically devoted to intervention, enrichment, extension, and acceleration should be built into the master schedule.

Flexible groupings may be homogeneous or heterogeneous 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 PLCs within a MTSS framework. 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 also supported by 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 with School Improvement Teams, the District Leadership Team, and the 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. 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 (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, 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 blue folders inside the cumulative folder and in Infinite Campus. 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 the 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 goals, student goals, and AIG 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.
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A well-planned array of service delivery options 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 BCS Kindergarten Screener.
- The child achieves a score of 98th percentile on an individual aptitude test given by a certified psychologist at parent/guardian expense.
- The child reaches 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 document 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, are on file for the child.

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. AIG Specialists will review the files of early entrance students 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 and the records indicate gifted potential, then the AIG Stakeholder Team will proceed with the AIG referral process.

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 (i.e. EOG, EOC, summative assessments).

AIG Specialists will also use available resources (i.e. 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 and will be delivered at the elementary level by highly certified teachers. At the middle and high school levels, the BCS Math Placement Document, student grades, EOG scores, interest, and level of motivation will all be considered when placing students.

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

- 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 (EOC test, CTE courses assigned with a State Assessment Proof of Learning, 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 DPI 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 convene 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. 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 (EOG, EOC, summative assessments).

AIG Specialists will also use available resources (i.e. 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 enroll in postsecondary courses or middle school and high school students who may enroll in advanced courses via distance learning options (i.e. 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, UNCSA, and early university admissions, and these students must meet selection criteria in order to attend.

* Practice H

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

Beaufort County Schools supports the growth of AIG students in grades K–3 through early identification, purposeful programming, and talent development initiatives.

The district recognizes that gifted potential can emerge early and across diverse backgrounds. As such, it uses a talent development model to expand access to advanced learning opportunities and reduce underrepresentation in AIG programs. Early grades focus on developing potential rather than identifying fixed ability, using tools like classroom observations, performance tasks, and flexible groupings to spot emerging talents.

Through intentional programming, students engage in enriched, rigorous instruction designed to foster critical thinking, creativity, and problem-solving. The district also integrates STEM activities to challenge high-ability learners while embedding gifted strategies into the general education setting.

Teacher collaboration and ongoing professional development ensure that classroom educators are equipped to differentiate instruction and recognize gifted behaviors, even among under-identified groups. Community partnerships and grant-funded innovation also support differentiated enrichment experiences that align with AIG student needs.

Beaufort County Schools' approach reflects a commitment to equitable, proactive talent development, ensuring that young gifted learners are not only identified but nurtured and inspired from the earliest stages of their educational journey.

* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.	
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 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 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 (i.e. school counselors, school social workers, EC and ML 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 school support personnel 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 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 (i.e. advanced coursework, subject/grade acceleration, admissions to residential schools, dual enrollment, etc.) as well as the performance of demographic subgroups in these services (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 J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.	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 Bee, Spelling Bee, Jr. Beta Club, Beta Club, MathCounts, Mock Trial, Odyssey of the Mind, Robotics Club, Science Olympiad, 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 Leadership Team, School Leadership Teams, and AIG Specialists 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**

Beaufort County Schools is committed to providing a comprehensive, K–12 AIG program that reflects the needs of diverse learners and is embraced by the total school community. We recognize that giftedness can be found across all demographic and socioeconomic groups, and we are intentional in designing programming that develops the academic, intellectual, social, and emotional strengths of all identified and high-potential students.

Our programming is designed to be dynamic and flexible. A variety of service models, such as enrichment clusters, flexible grouping, and in-class differentiation, are employed to meet the needs of students in different learning environments. The entire school community is involved in supporting gifted learners. Teachers, counselors, administrators, and support staff receive ongoing professional development to better understand the characteristics and needs of gifted students, particularly those from traditionally underrepresented populations.

Social-emotional learning is integrated into our AIG framework to support the unique affective needs of gifted learners. Opportunities for peer interaction, student reflection, and goal setting are embedded within programming to foster a sense of identity, purpose, and belonging.

We actively engage families and the broader community to expand learning beyond the classroom. Partnerships with local universities, libraries, and nonprofit organizations help us provide enrichment opportunities at no cost to families. Additionally, we hold regular parent nights and offer accessible resources to inform families about the AIG program and support them in nurturing their child's potential.

Beaufort County Schools continuously evaluates the effectiveness of its AIG programming through data analysis, stakeholder surveys, and program reviews. This ongoing reflection ensures that we remain responsive to student needs and committed to creating a gifted education program that is intentional and fully integrated within the culture of each school.

Planned Sources of Evidence

* Data Analysis	
* Stakeholder Surveys	
* Program Review Notes	

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 Beaufort County Schools Middle School Math Placement

Standard 3: Differentiated Curriculum and Instruction	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction <i>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.</i> * 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. All educators in BCS are expected to plan instruction based on the 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. 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. AIG Specialists provide support to classroom teachers by providing resources, modeling instructional strategies, and participating in collaborative planning. Gifted students are given opportunities to work with other gifted students 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 services. 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, and/or Credit by Demonstrated Mastery. The AIG Specialists may deliver whole-class enrichment lessons that relate to the NCSCoS but are rigorous and/or more complex than typical classroom instruction. * Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. AIG Specialists and classroom teachers use each student's collected data 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	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. BCS utilizes a wide range of evidence-based resources to meet the academic, intellectual, and social-emotional needs of AIG students. Through an established eighteen month curriculum adoption process, overseen by the BCS Curriculum Council, core and supplemental instructional materials are carefully evaluated for alignment with the NCSCoS, effectiveness in supporting differentiated instruction, and proven impact on student outcomes. The AIG Coordinator and AIG Specialists collaborate regularly to share best practices, review student data, and implement high-impact strategies that increase rigor and engagement for gifted learners. Instructional materials are selected for their depth, ability to promote inquiry and creativity, and responsiveness to student interests and performance data. Examples include problem-based learning frameworks, tiered assignments, advanced content in reading and math, and technology tools that foster critical and creative thinking. BCS also integrates resources such as growth mindset materials, affective curricula, and reflective tools into AIG programming. AIG Specialists work closely with teachers, counselors, and administrators to create consistent systems of support, including scheduled check-ins with students to discuss academic progress, personal goals, and overall well-being. In addition, AIG Specialists provide direct instruction on self-advocacy and self-assessment, equipping students with strategies to identify their learning needs and make positive, productive choices. They also deliver professional development to school-based staff that is focused on the social and emotional characteristics of gifted learners, building capacity throughout the school community. To further support students and families, the district AIG team offers a variety of resources—both digital and in-person—targeted to the development of gifted learners. Together, these practices ensure that AIG services in BCS are comprehensive, student-centered, and aligned to both the academic and emotional needs of gifted learners from all backgrounds. * Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. AIG Specialists and classroom teachers intentionally foster the development of durable skills and mindsets—including adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility—that are essential for post-secondary success. The AIG program is designed to go beyond academic acceleration by empowering students to become future-ready thinkers, creators, and leaders. Through ongoing collaboration, AIG Specialists and classroom teachers design and implement rigorous, relevant learning experiences that embed these skills within core instruction and AIG service delivery. These experiences are student-centered and inquiry-based, allowing AIG learners to take ownership of their learning, engage meaningfully with peers, and think deeply about complex problems. Examples of such learning opportunities include:
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Project-based learning that builds collaboration, critical thinking, and personal responsibility	
Socratic Seminars and simulations that promote communication and adaptability	
Critical and creative thinking strategies to encourage innovation and reflection	
Flexible grouping and interdisciplinary thematic units that promote teamwork and cognitive flexibility	
Apprenticeships, mentorships, and leadership opportunities that support self-direction and real-world engagement	
Technology plays a key role in amplifying these durable skills. While not a substitute for meaningful interaction and instruction, it provides platforms for collaboration, creative expression, and complex problem-solving. AIG students may access advanced tools such as: 1:1 devices for personalized research, collaboration, and creation	
Robotics and 3D printing to foster innovation and systems thinking	
Virtual reality headsets to immerse students in simulations that build empathy and adaptability	
iPads and educational apps that support differentiated learning and reflective practice	
By integrating these strategies and tools across AIG and general education settings, BCS is preparing gifted students to excel academically and thrive as adaptable, responsible, and empathetic contributors in a rapidly changing world.	
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.	
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 Assessments - Locally-developed final exams - Advanced Placement exams - North Carolina End-of-Grade tests - End-of Course tests Professional learning communities (PLCs) are a fundamental component within a 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 differentiation practices for advanced learners.	
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. BCS is committed to delivering differentiated curriculum and instruction that meets the diverse needs of gifted learners. This commitment is supported through intentional collaboration among a wide range of school personnel, ensuring that services are flexible, student-centered, and responsive to individual strengths and challenges. AIG Specialists work closely with classroom teachers to co-plan, model, and support differentiated instruction aligned with the NCSCoS. These collaborations may include developing tiered assignments, integrating enrichment opportunities, and using flexible grouping strategies to ensure that advanced learners are appropriately challenged within the regular classroom setting. Instructional decisions are informed by ongoing data review and student progress monitoring. In addition to working with classroom educators, AIG Specialists collaborate with school counselors, instructional coaches, EC staff, MTSS teams, media specialists, and administrators to align services that support growth and development of AIG students. This team-based approach ensures that differentiation is not limited to academics but includes strategies for supporting twice-exceptional learners, managing asynchronous development, and promoting self-advocacy skills. School-based professional development, led by AIG Specialists in coordination with the district AIG Coordinator, equips staff with tools and strategies for identifying and responding to gifted behaviors, differentiating content and process, and recognizing the needs of underrepresented gifted populations. These learning sessions encourage a shared responsibility for gifted education throughout all schools. Through this collaborative model, BCS creates a supportive instructional environment where curriculum and instruction are intentionally adapted to foster engagement, critical thinking, creativity, and growth for AIG students at all levels.	
* Ideas for Strengthening the Standard To enhance our commitment to providing challenging, rigorous, and relevant curriculum and instruction for K-12 gifted learners, BCS is exploring several targeted strategies to deepen and broaden our programming. First, we aim to expand access to advanced, research-based curricula that have proven effective in gifted education. To build staff capacity in delivering differentiated instruction, we will add targeted professional learning opportunities focused on curriculum compacting, tiered assignments, and advanced pedagogical strategies to the PD calendar. These sessions will encourage collaboration among educators to share best practices and co-plan rigorous learning	

experiences.

Flexible grouping and scheduling will be further expanded to allow gifted learners to engage with peers of similar readiness and interests across grade levels. We envision creating spaces for “genius hour” or passion projects, empowering students to explore topics deeply and creatively within a supportive environment.

Engaging families and community partners remains a priority. We will create materials to support parents in understanding and nurturing their gifted children’s development. Partnerships with local universities and businesses will be strengthened to provide mentorships, apprenticeships, and enrichment experiences beyond the classroom.

Additionally, we commit to ongoing program evaluation using data on student growth, engagement, and well-being, as well as feedback from students, families, and staff. This continuous improvement process will guide adjustments to curriculum and instructional practices to best meet the evolving needs of our gifted learners.

Through these efforts, BCS will strengthen its ability to provide an enriched, challenging, and supportive learning environment that prepares gifted students for success in school and beyond.

Planned Sources of Evidence

* PD Calendar	
* Data Analysis	
* Workshop and Family Night Agendas	

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 AIG Differentiated Education Plan (DEP)  AIG Waiver of Services Form  AIG Program Resolution of Disagreements

Standard 4: Personnel and Professional Development	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>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.</i>
* 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 employs a district AIG Coordinator. The AIG Coordinator meets AIG licensure requirements as stated in 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 in collaboration with the Assistant Superintendent Coordinates stakeholder input, collaboration, and communication through the AIG Stakeholder Team, 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, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. BCS strives to have a certified AIG-licensed specialist in each of our K-8 schools to serve AIG students. High school counselors and classroom teachers are dedicated to supporting AIG students in Grades 9-12. School-based AIG specialists, the BCS AIG Coordinator, school counselors, and classroom teachers collaboratively: Oversee the implementation of the district's AIG Plan in all schools Share and discuss the AIG program and data Adapt the NCSCoS 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 assist with the planning of differentiated instruction Use effective instructional practices to support the needs of AIG students Cultivate and develop the potential of young students through purposeful and intentional strategies Collaborate with school-based PLCs, school leadership, and MTSS teams to develop and implement differentiated curriculum and instruction Develop the DEP to document a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student Maintain student AIG records Meet with families as needed to ensure effective programming 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.
Inform teachers of students with AIG identification
Support AIG students who are underperforming
Provide consultative services as needed to address the 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 play a critical role in supporting students identified as AIG. They are responsible for differentiating instruction to meet the diverse needs of these learners and are encouraged to collaborate with the AIG Specialist to stay informed about current best practices for gifted education. Teachers are also expected to integrate research-based strategies into their daily instruction and participate actively in the screening, referral, and identification processes outlined in this plan. Any questions from parents, guardians, or other stakeholders regarding AIG service delivery should be directed to the AIG Specialist.

Instructional Specialists also contribute to gifted education by incorporating research-based strategies for gifted learners into instructional practices and involving the AIG Specialist in meetings to determine appropriate tiered services. These meetings may include discussions about twice-exceptional students, multilingual learners, and underperforming students. As with other roles, questions about AIG service models should be referred to the AIG Specialist.

Student Services Personnel collaborate with AIG Specialists to create class rosters that support the effective delivery of gifted services. They are involved in the screening, referral, and identification processes detailed in the District Plan and are expected to participate in professional development that addresses the unique needs of gifted students. Additionally, they should ensure the AIG Specialist is included in annual review meetings for students who are twice identified.

Administrators are tasked with coordinating with AIG Specialists and counselors to develop school schedules that support the delivery of gifted services. They are responsible for forming a school-based AIG stakeholder team to assist with the identification processes and for referring stakeholder questions about service models to the AIG Specialist. Furthermore, administrators are expected to collaborate with the BCS AIG Coordinator to implement this plan and to communicate its application at the school level.

*** 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 collaboratively work with the school-based AIG Specialist.

The BCS AIG Coordinator promotes opportunities for AIG certification. 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 as well as at local and regional job fairs.

The BCS AIG Coordinator surveys all certified staff 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. These 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 regard to transformative learning and growth 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 critical actions to meet the needs of all gifted learners and staff members. 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.	Based on staff needs surveys, school-based AIG Specialists will deliver school-based staff development each year on gifted best practices. 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. The BCS AIG Coordinator and school-based AIG Specialists will consider visiting other LEAs that provide gifted services that are noted as exemplars within the field. School-based AIG Specialists 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
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Beaufort County Schools aims to enhance the recruitment and retention of highly qualified professionals dedicated to gifted education, while providing comprehensive, relevant, and ongoing professional development aligned with the diverse needs of gifted learners. Recognizing that gifted education requires specialized knowledge and skills, BCS will provide sustained, professional development opportunities tailored to the needs of gifted learners. Professional learning will include: Training in differentiated curriculum and instruction strategies, including depth, complexity, and curriculum compacting Development of learning supports specific to gifted students, including twice-exceptional learners Use of data to inform instruction and program evaluation Cultural competency and focused training to better serve diverse gifted populations Collaboration and co-teaching models Professional development will be delivered through multiple formats such as workshops, coaching cycles, PLCs, and virtual sessions to maximize accessibility and effectiveness. The district will also encourage staff participation in state and national gifted education conferences to stay current with research and best practices (when funding is available). Beaufort County Schools will foster a culture of collaboration among AIG specialists, classroom teachers, counselors, and administrators. Regular collaborative planning sessions, data review meetings, and shared goal-setting will ensure that all personnel are equipped and invested in meeting the unique needs of gifted learners. By implementing these strategies, BCS will enhance its capacity to attract, develop, and retain highly qualified personnel who are well-prepared to provide exceptional services to gifted students, ensuring ongoing growth and excellence in the district's AIG program.			
Planned Sources of Evidence			
*	PD Calendars		
*	PLC Agendas		
*	Data Analysis		
Type	Documents	Document Template	Document/Link

Standard 5: Partnerships	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* 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: Annual meetings with parents 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 with all stakeholders 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 Establishing and leading regular AIG meetings with the BCS AIG Team	
* 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 and offer opportunities for students. Partnerships include Bright Futures, Beaufort County Community College (BCCC), North Carolina School of Science and Math, North Carolina Virtual Public School, and North Carolina Governor's School. The BCS 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. The 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 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 attend 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. Evaluate 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 and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community. The BCS AIG Coordinator creates a link to the BCS AIG Plan located on the district website, and AIG Specialists 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 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 the ML population. School-based AIG Specialists hold parent meetings and/or attend school-based curriculum nights. The BCS AIG Coordinator will present information and updates to the Board of Education as requested.
* Ideas for Strengthening the Standard

To strengthen its commitment to meaningful stakeholder engagement under Standard 5, BCS is exploring multiple strategies designed to ensure families, educators, students, and community members are active partners in both the planning and implementation of the AIG program. These strategies aim to foster transparency, collaboration, and shared ownership in supporting the needs of gifted learners.

One key initiative is the development of a diverse AIG Advisory Council composed of parents, students, classroom teachers, AIG specialists, school counselors, administrators, and representatives from the broader community. This group will meet throughout the school year to review program components, provide feedback on services, and contribute to district-wide AIG planning. Student voices, especially at the middle and high school levels, will be intentionally included to help shape programming that reflects AIG interests and experiences.

To gather broader input, BCS will implement annual stakeholder surveys targeting families, students, and school staff. These surveys will assess satisfaction with current AIG services, identify unmet needs, and solicit ideas for enrichment and support. Results from these surveys will be reviewed by the AIG Advisory Council and shared publicly to promote transparency and continuous improvement.

During the AIG Plan development and revision cycles, BCS will ensure that all stakeholders have the opportunity to participate meaningfully in the process. Online feedback tools will be used to gather a wide range of perspectives. Draft versions of the plan will be made accessible to the public for comment before final submission, and efforts will be made to clearly communicate how stakeholder input has shaped the final product.

By implementing these strategies, Beaufort County Schools will cultivate stronger partnerships that support the development of gifted learners and ensure that the AIG program reflects the voices and needs of the entire school community.

Planned Sources of Evidence

* Family Night Agendas	
* Advisory Council Meeting Notes	
* Stakeholder Survey Results	

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

Standard 6: Program Accountability	
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>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.</i>
* 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
	BCS wrote and submitted this plan during the 2024-25 school year for implementation throughout 2025-2028. Board approval of the plan was granted at the BOE meeting on June 24, 2025.
* 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.
	At each school, licensed AIG specialists/designees oversee the AIG program, the implementation of the district's AIG Plan, and share all information with school leadership on a regular basis. AIG specialists/designees are responsible for maintaining all AIG documentation in blue folders within the cumulative folders.
	During quarterly AIG leadership meetings, the BCS AIG Coordinator and AIG Specialists/designees discuss the AIG plan and provide monitoring evidence. Before fall and spring DPI AIG headcounts, the AIG district coordinator completes site monitoring at each school to ensure fidelity of implementation. School Improvement Teams, grade level/department professional learning communities, and MTSS teams are updated on the plan, implementation, and students with DEPs on a regular basis throughout the school year.
* 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.
	The Chief Academic Officer, Chief Finance Officer, the BCS AIG Coordinator, and the Assistant Superintendent create and plan the AIG budget. This group also meets as needed 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.
	The BCS AIG Coordinator leads school-level AIG Specialists/designees in data analysis during quarterly AIG leadership meetings to discuss patterns and trends over time.

The BCS AIG Coordinator, accountability department, and school improvement teams will present data to the Beaufort County School Board and SIT team yearly. AIG data will also be shared on the AIG website.	* 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. The BCS AIG Coordinator collaborates with the district data coordinator to analyze fall and spring AIG headcount. Data is monitored and discussed at AIG specialists quarterly meetings to check for representational gaps. The BCS AIG Coordinator and school-level AIG specialists/designees analyze local norms to make sure that a single criteria is not blocking identification for specific sub groups. AIG specialists/designees 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 specialists/school designees monitor the performance of identified AIG students and watchlist students at the end of each nine weeks to ensure students are receiving services that best meet their needs.
* 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. The BCS AIG Coordinator works with BCS Human Resources to monitor AIG licensure and record AIG professional development.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. The BCS AIG Coordinator meets with the AIG Stakeholder Team to receive feedback on the program. This feedback is centered on implementation and effectiveness. The survey for AIG services and implementation is provided yearly for all K-12 stakeholders including students, parents, and teachers.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	

The BCS AIG Coordinator collaborates with school AIG Specialists/designees to analyze feedback from the AIG Stakeholder Team and the AIG survey. Changes are made to the AIG plan as necessary and taken to the Beaufort County Board of Education for approval. Additionally, survey data will be made available to parents, families, and community stakeholders via the BCS website.

*** Practice I**

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 the AIG specialist/designee or school counselor. Placement information will be sent to the BCS AIG Coordinator to add to the Infinite Campus student record. A blue AIG folder will be created by the school AIG Specialist/designee and teachers will be made aware of identification. DEP meetings will take place with parents no more than 45 days after enrollment.

Data for watchlist students is 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 yearly in writing by completing and submitting the AIG Waiver of Services Form to the school-based AIG Specialist and school administrator.

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 and Services

Step 1: If a parent/guardian disagrees with AIG identification/services, a Resolution of Disagreements Form may be submitted to the school. Members of the district 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 district AIG Stakeholder Team, an appeal may be made to the BCS AIG Coordinator. The appeal form must be submitted within 10 days following the school-based review to the BCS AIG Coordinator. The BCS AIG Coordinator will review the decision made by the 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 BCS AIG 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 BCS AIG 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, BCS AIG Coordinator, and school principal within 30 working days from the receipt of the second appeal.

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* Ideas for Strengthening the Standard Beaufort County Schools is committed to implementing, monitoring, and evaluating its AIG program to ensure it effectively meets the academic, intellectual, social, and emotional needs of gifted learners. The district will establish clear program goals and measurable indicators aligned to gifted education outcomes. A district-level AIG Team will meet regularly to review service delivery, analyze data, and make informed adjustments. Student achievement, participation, and demographic data will be collected and reviewed alongside stakeholder input gathered through annual surveys and advisory council feedback. AIG specialists will document services and instructional strategies to support program monitoring. Feedback from students and families will guide improvements, especially for underrepresented and twice-exceptional learners.								
Planned Sources of Evidence								
* AIG Program Report								
* AIG Specialist Meeting Notes								
* AIG Data Logs								
<table> <tr> <th>Type</th><th>Documents</th><th>Document/Link</th></tr> <tr> <td>AIG Standard 6 Additional Resources</td><td>Document Template</td><td>N/A</td></tr> </table>			Type	Documents	Document/Link	AIG Standard 6 Additional Resources	Document Template	N/A
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AIG Standard 6 Additional Resources	Document Template	N/A						

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* Approved by local Board of Education on:

06/24/2025 

AIG Related Documents		
Beaufort County Schools (070) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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	 BOE Approval Doc - BCS
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 Referral to AIG Program- Parent Recommendation  Referral to AIG Program- Student (Self) Recommendation  Referral to AIG Program- Teacher Recommendation (K-3)  Referral to AIG Program- Teacher Recommendation (4-12)  Referral to AIG Program  Parent/Guardian Notice and Consent for Evaluation  Beaufort County Schools AIG Evaluation & Identification Form (K-3)  Multiple Criteria Rubric for Math Identification Pathway 3 (3rd Grade) & Pathway 4 (4th-6th Grades)  Multiple Criteria Rubric for Reading Identification Pathway 3 (3rd Grade) & Pathway 4 (4th-6th Grades)
AIG Standard 2 Additional Resources	N/A	 Beaufort County Schools Middle School Math Placement
AIG Standard 3 Additional Resources	N/A	 AIG Differentiated Education Plan (DEP)  AIG Waiver of Services Form  AIG Program Resolution of

Disagreements

AIG Standard 4 Additional Resources

N/A

AIG Standard 5 Additional Resources

N/A

AIG Standard 6 Additional Resources

N/A

Phrase		Definition	