

Mission/Vision Statement and Funding

Brunswick County Schools (100) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Date Cole

* LEA AIG Contact Name:

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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)

Mission Statement:

The K-12 Academically or Intellectually Gifted Program serves to ensure access and opportunities to optimize performance and potential for all advanced learners.

Vision Statement:

The K-12 Academically or Intellectually Gifted Program will nurture, accelerate, and enrich learning to increase achievement and growth for all advanced learners. We will advocate for student opportunity and representation as we prepare college and career-ready citizens.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 803,844.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Brunswick County Schools (100) 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. Referrals: K-12 students referred by school staff, families, and students will be screened for AIG identification. When a referral is made, AIG Lead Teachers and Counselors begin the screening process by convening the school AIG Team. The Team, composed of the AIG Lead/Counselor, a classroom teacher licensed or certified in AIG, and a school administrator, compiles a Learner Profile for every referred student. The Learner Profile includes the referral for screening and the collection of evidence for identification. Referrals in K-3 will be considered for Talent Development programs with a goal of identification in 4th grade. Additionally, AIG District Leads will regularly disaggregate data to identify additional students, such as those in the top 15% of their class or in the top 15% of subgroup populations, who will be referred for screening by the school AIG Team. Screening: Evidence in the Learner Profile aligns with the State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5) and will provide evidence that the learner demonstrates high performance or the ability to perform at high levels when compared to other students similar in age, experience, and environment in one or more academic area(s) and/or intellectual ability. This evidence includes the following: work products demonstrating high performance or the ability to perform at high levels, teacher recommendation, Observation Checklist, EOGs and EOCs, ACT scores, SAT scores, and/or AP Scores. When appropriate, the AIG Team requests CogAT or Iowa testing by submitting the Testing Request Google Form, and testing is conducted during the three BCS Testing Windows. AIG Leads, Testing Coordinators/APs, or Principal designees participate in training provided by the District AIG or Advanced Studies Leads and administer CogAT or Iowa testing at their school site. AIG/Advanced Studies District Leads score tests, record results in a database, and release results to AIG Lead Teachers. These results are added to the Learner Profiles. BCS AIG/Advanced Studies also utilizes the CogAT as a universal screener each spring. The CogAT is given to all 3rd graders, unless a parent/guardian submits an opt-out letter, and is administered by classroom teachers in collaboration with the AIG Lead, school Testing Coordinator, and the Testing and Accountability Department. Test results are received by the Testing and Accountability Department and provided to the AIG/Advanced Studies District Leads, who review the results, train AIG Lead Teachers to interpret the results, and disseminate the data to the AIG Lead Teacher at each elementary school site. Each summer, BCS AIG/Advanced Studies reviews district data to identify 3-12 students who have earned Level 5 Math and/or Reading EOG scores. This information is shared with school AIG Teams and serves as an additional universal screening to identify students who perform above their same age and grade peers. BCS AIG/Advanced Studies also uses district ACT results as a universal screener for high school students. Each March, all North Carolina 11th graders take the ACT. AIG/Advanced Studies Leads review the ACT composite and English, Reading, and Math subtest scores to identify 11th graders for AIG referral. AIG/Advanced Studies Leads enter this information into a database that is shared with high school AIG Site Teams for screening. Through carefully reviewing each Learner Profile, the AIG Site Team determines if gifted services are required and what services the student will access. The AIG Team will schedule an Initial Identification meeting with parents/guardians. If appropriate, identified students may be moved to an AIG setting as soon as the criteria for placement are met and the Initial Identification meeting with parents/guardians is completed.

*** 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 AIG/Advanced Studies has established a process and criteria for AIG student identification at all grade levels. This process provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve and utilizes qualitative and quantitative data to develop a comprehensive Learner Profile. The department has taken care to ensure that no one criterion will keep a child from AIG identification, and multiple pathways inform the identification process.

The AIG Site Team, composed of the AIG Lead Teacher/Counselor, a classroom teacher licensed or certified in AIG, and a school administrator, at each school, will compile a Learner Profile for every referred student through the collection of criteria for identification as detailed below. This evidence aligns with the State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5) and will demonstrate that the learner has high performance or the ability to perform at high levels when compared to other students similar in age, experience, and environment in one or more academic area(s) and/or intellectual ability. The AIG Team requests CogAT or Iowa testing by submitting a Request for Testing Materials Google Form to the AIG/Advanced Studies District Leads, who prepare and send testing materials to the requesting site. AIG Lead Teachers, school testing coordinators/ assistant principals, and principal designees may conduct all testing at the school sites during the designated district testing windows and return those materials to the AIG District Lead once testing is completed. Testing results are shared with school sites and added to student Learner Profiles. Through carefully reviewing each Learner Profile, the AIG Site Team determines if gifted services are required and what services the student will access.

Students identified as gifted before their transfer to BCS will maintain their AIG Identification. AIG Teams will review available data and assign appropriate services to meet the needs of AIG transfer students.

Learner Profiles include the following criteria for identification in 5 categories: Academically Gifted in Reading (AR), Academically Gifted in Math (AM), Academically Gifted in Reading and Math (AG), Academically and Intellectually Gifted (AI), and Intellectually Gifted (IG).

K-2:

Students in grades K-2 who demonstrate academic or intellectual gifts beyond those of their grade-level peers can receive additional services to meet those above-level needs. BCS AIG/Advanced Studies has established a plan for nurturing experiences for all students, K-3. Students who demonstrate above-grade-level performance or the potential for above-grade-level performance in the nurturing environment, as evidenced through a variety of BOY, MOY, and BOY assessments, work products, and teacher observation, are moved into Talent Development Groups for additional enrichment, extension, and acceleration opportunities. Students can also join Talent Development Groups by parent nomination and/or student self-nomination, based on interest and readiness.

3 - 12 AIG testing criteria:

77th percentile (a Stanine* score of 7) meets testing criteria for talent pool in reading, math, or both reading and math

89th percentile (a Stanine* score of 8) meets the criteria for AIG identification in AG, AM, AR

96th percentile (a Stanine* score of 9) meets partial criteria for AIG identification in AI or IG

3-8

Academically Gifted in Reading (AR)

Pathway 1:

All of the following:

Overall A Average for the year in English Language Arts/Reading

Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And one of the following:

CogAT Verbal at or above 89th Percentile (a Stanine* score of 8)
Iowa Reading Comprehension, P.1 & P.2 or Reading Total at or above 89th Percentile (a Stanine* score of 8)
Reading EOG Level 5 and CogAT Verbal or Iowa Reading Comprehension, P.1 & P.2, or Reading Total at or above 77th Percentile (a Stanine* score of 7)

Pathway 2:

All of the following:

Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And two of the following:

Overall A Average for the year in English Language Arts/Reading
at or above the 89th Percentile (a Stanine* score of 8) on Iowa Reading or CogAT Verbal
Top 15% in grade level or student subgroup at school site on Reading EOG
Level 5 for 2 consecutive years on the Reading EOG
On-demand Performance Task at or above 80% on the district-created rubric
Portfolio with 3 artifacts to demonstrate above-average performance in English Language Arts/Reading

Academically Gifted in Math (AM)

Pathway 1:

All of the following:

Overall A Average for the year in Math
Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And one of the following:

CogAT Quantitative at or above 89th Percentile (a Stanine* score of 8)
Iowa Mathematics, P.1 & P.2 or Math Total at or above 89th Percentile (a Stanine* score of 8)
Math EOG Level 5 and CogAT Quantitative or Iowa Mathematics, P.1 & P.2 or Math Total at or above 77th Percentile (a Stanine* score of 7)

Pathway 2:

All of the following:

Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And two of the following:

Overall A Average for the year in Math
at or above 89th Percentile (a Stanine* score of 8) on Iowa Mathematics, P.1 & P.2, or Math Total or CogAT Quantitative
Top 15% in grade level or student subgroup at school site on Math EOG
Level 5 for 2 consecutive years on the Math EOG
On-demand Performance Task at or above 80% on the district-created rubric
Portfolio with 3 artifacts to demonstrate above-average performance in Math

Academically Gifted in Math and Reading (AG)

Students must meet one Pathway from AR and one Pathway from AM

Intellectually Gifted (IG)

Students must have:

at or above 96th Percentile (a Stanine* score of 9) on CogAT Nonverbal

And one of the following:

at or above 77th Percentile (a Stanine* score of 7) on CogAT Verbal

at or above 77th Percentile (a Stanine* score of 7) on CogAT Quantitative

Academically and Intellectually Gifted (AI)

Students must have all of the following:

at or above 96th Percentile (a Stanine* score of 9) on CogAT Nonverbal

at or above the 89th Percentile (a Stanine* score of 8) on CogAT Verbal or Iowa Reading or Level 5 on Reading EOG

at or above the 89th Percentile (a Stanine* score of 8) on CogAT Quantitative or Iowa Math or Level 5 on Math EOG

9-12**Academically Gifted in Reading (AR)****Pathway 1**

All of the following:

Overall A Average for the year in English Language Arts/Reading

Teacher Recommendation Form

Observational Scale with 12 out of 20 at “Most” level

And one of the following:

CogAT Verbal at or above 89th Percentile (a Stanine* score of 8)

Iowa Reading Comprehension, P.1 & P.2 or Reading Total at or above 89th Percentile (a Stanine* score of 8)

Reading EOC/G Level 5 and CogAT Verbal or Iowa Reading at or above 77th Percentile (a Stanine* score of 7)

Pathway 2:

All of the following:

Teacher Recommendation Form

Observational Scale with 12 out of 20 at “Most” level

And two of the following:

Overall A Average for the year in English Language Arts/Reading

at or above the 89th Percentile (a Stanine* score of 8) on Iowa Reading or CogAT Verbal

Top 15% in grade level or student group at school site on Reading EOG or English 2 EOC

Level 5 for 2 consecutive years on the Reading EOG/C

700 SAT ERW

Top 15% ACT Reading at site or in student subgroup

Level 4 or 5 on AP English Test

Top 15% academic performance in grade level or student group at school site as indicated by Class Rank

On-demand Performance Task at or above 80% on the district-created rubric

Portfolio with 3 artifacts to demonstrate above-average performance in English Language Arts/Reading

Academically Gifted in Math (AM)

Pathway 1

All of the following:

Overall A Average for the year in Math
Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And one of the following:

CogAT Quantitative at or above 89th Percentile (a Stanine* score of 8)
Iowa Math at or above 89th Percentile (a Stanine* score of 8)
Math 1 or 3 EOG/C Level 5 and CogAT Quantitative or Iowa Mathematics, P.1 & P.2 or Math Total at or above 77th Percentile (a Stanine* score of 7)

Pathway 2:

All of the following:

Teacher Recommendation Form
Observational Scale with 12 out of 20 at “Most” level

And two of the following:

Overall A Average for the year in Math
at or above 89th Percentile (a Stanine* score of 8) on Iowa Math or CogAT Quantitative
Top 15% in Math grade level or student group at the school site
Level 5 for 2 consecutive years on the Math EOC/G
700 Math ERW
Top 15% ACT Math at site or in student subgroup
Level 4 or 5 on the AP Math Test
Top 15% academic performance in grade level or student subgroup at school site as indicated by Class Rank
On-demand Performance Task at or above 80% on the district-created rubric
Portfolio with 3 artifacts to demonstrate above-average performance in Math

Academically Gifted in Math and Reading (AG)

Students must meet one Pathway from AR and one Pathway from AM

Intellectually Gifted (IG)

Students must have:

at or above 96th Percentile (a Stanine* score of 9) on CogAT Nonverbal

And one of the following:

at or above 77th Percentile (a Stanine* score of 7) on CogAT Verbal
at or above 77th Percentile (a Stanine* score of 7) on CogAT Quantitative

Academically and Intellectually Gifted (AI)

Students must have all of the following:

at or above 96th Percentile (a Stanine* score of 9) on CogAT Nonverbal
at or above the 89th Percentile (a Stanine* score of 8) on CogAT Verbal or Iowa Reading or Level 5 on English 2 EOC
at or above the 89th Percentile (Stanine* score of 8) on CogAT Quantitative or Iowa Math or Level 5 on the most recent Math EOC

*Stanine (also referred to as "standard nine") is a way of dividing student test results into 9 groups: scores falling in Groups 1-3 are considered below average, scores falling in groups 4-6 are considered average, and scores falling in Groups 7-9 are considered above average.

During this plan cycle, BCS AIG/Advanced Studies will consider the use of the Naglieri as an additional screener for advanced student ability. This assessment is a nonverbal assessment, meaning it does not require significant English language skills, allowing students to demonstrate their cognitive abilities even if they have limited English proficiency

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*** Practice C**

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

BCS AIG/Advanced Studies ensures that AIG screening, referral, and identification procedures serve students who demonstrate characteristics of academic and intellectual giftedness. After NCDPI Headcount is collected each semester, AIG/Advanced Studies District Leads analyze the demographics of students included in the headcount to ensure that the top 15% of students are represented.

According to Spring 2025 Headcount Data, 1,812 of 13,309 (13.61%) BCS students receive BCS AIG programming and services.

To ensure that the Top 15% have access to resources, opportunities, and support to reach their full potential, BCS AIG and Advanced Studies will take the following actions.

1. BCS AIG/Advanced Studies District Leads will review Headcount data twice yearly to identify trends in identification and service data at the district and school levels. Leads will collaborate with stakeholders to develop district and school plans to address trends. As part of this process, District Leads will also review EOC/G, AP, ACT, SAT, and GPA data to identify students for potential referral and screening.

2. BCS AIG/Advanced Studies will use the 3rd Grade CogAT and 11th Grade ACT as universal screeners. This practice will provide an unbiased way to identify students for whom to begin building the Learner Profile.

3. BCS AIG/Advanced Studies will provide multiple pathways for student identification. The use of multiple quantitative and qualitative measures allows students to demonstrate their ability and potential to perform at a high level in the screening process. BCS AIG/Advanced Studies will expand the Talent Development and Talent Pool programs. After classroom teachers deliver whole-class Nurturing lessons, teachers, students themselves, or parents can nominate students for participation in small-group Talent Development experiences. Talent Development will expose students to critical and creative thinking processes that are featured on the assessments used for AIG identification. Further, students develop a body of work, and teachers collect observation data that can be used in the Learner Profile as part of the identification process. When students demonstrate the need for differentiated curriculum and/or instruction during the screening process but do not meet AIG criteria, they are placed in the Talent Pool, where they access critical and creative thinking processes and build a body of work, both of which can be utilized in the future screening process.

4. BCS AIG/Advanced Studies will utilize communication processes that make the referral, screening, and identification processes more transparent. The Identification Roadmap, an infographic that illustrates the identification process, and an AIG One-pager will be available in print, on the BCS AIG website, on each school's AIG website, and in the middle school and high school LMS course. These will be available in Spanish and English.

5. BCS AIG/Advanced Studies will design and implement professional development that will inform teachers about the identification process and about “look-fors” when referring students for AIG identification, particularly students within the Top 15%..

6. BCS AIG/Advanced Studies District Leads will collaborate with ESL and EC department leaders twice a year to identify any students who are served in their departments and who may demonstrate traditional and nontraditional characteristics that indicate AIG identification and services can also be identified for AIG services.

7. During this plan cycle, BCS AIG/Advanced Studies will consider piloting the Naglieri Assessment for screening Multilingual Learners who demonstrate accelerated language acquisition. This is a nonverbal assessment that does not require significant English language skills, allowing students to demonstrate their cognitive abilities even if they have limited English proficiency.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.59%	6.42%	---	11.46%	---	16.78%
Male	39.13%	5.52%	7.44%	---	13.08%	---	18.05%
Total	23.91%	5.56%	6.94%	---	12.26%	---	17.44%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

BCS AIG/Advanced Studies uses multiple means to monitor screening, referral, and identification processes with the intent of consistent implementation across BCS. All Principals and AIG Leads/Counselors are provided with a BCS AIG Identification Roadmap and professional development to establish consistent application. AIG Lead Teachers/Counselors disseminate this information to teachers who work with AIG and advanced learners. All AIG Lead Teachers/Counselors are provided with the BCS AIG Lead/Counselor Handbook, which includes detailed timelines, checklists, and copies of all referral, screening, and identification-related documents.

AIG/Advanced Studies District Leads will conduct monthly check-ins, where the monthly tasks checklist is reviewed, and quarterly meetings with AIG Lead Teachers/Counselors to ensure fidelity to the screening, referral, and identification processes and consistency of AIG programming and services across the district.

Further, BCS AIG/Advanced Studies District Leads develop and use forms and documents to be used by AIG Teams in the screening, referral, and identification processes. Once completed, these documents are housed in the AIG folder for each identified student.

- Referral Form Testing Material Request Form
- Learner Profile Checklist
- Enriched Education Plan Teacher Recommendation Form
- Behavior/Motivation Scale
- Permission to Test Form
- Student Information System (SIS) Entry/Change Form
- AIG Placement/Annual DEP Form

▪ Record of Parent/Guardian Communication ▪ Confidentiality of Student Records	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. BCS AIG/Advanced Studies disseminates information about AIG screening, referral, and identification to all stakeholders through an intentional communication plan. The plan includes the following elements: Communication with School Personnel: ▪ Targeted Professional Development: for AIG Lead Teachers, Counselors, and Principals; AIG Leads and Counselors disseminate this information through a variety of materials and means: ▪ BCS AIG/Advanced Studies-developed Slideshow; presentations that focus on AIG identification processes and AIG programs and services in Brunswick County Schools. AIG Lead Teachers share with personnel at their site during professional development and at designated faculty, grade-level, and/or PLC meetings. ▪ AIG One-Pager: a one-page document that describes the processes and procedures for screening, referral, and identification, available as a hard copy document and online. ▪ AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification, available as a hard copy document and online. ▪ AIG Lead Teacher/Counselor Handbook: a digital repository containing detailed information about these processes, detailed timelines, and virtual copies of all related forms. ▪ BCS AIG/Advanced Studies website: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for school personnel are located on the district website. ▪ School AIG/Advanced Studies websites: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for school personnel use are linked on the school website. Communication with AIG Task Force: ▪ Meetings: The BCS AIG Task Force, a representative team of parents, educators, and community members, convenes throughout the life of the plan to guide the implementation and monitoring of the BCS AIG Plan. During these meetings, members will discuss the processes involved in AIG identification and review the AIG One-Pager and AIG Identification Roadmap, as well as other information pertinent to AIG programs and services. Members receive recorded minutes following each meeting. Communication with Parents/Guardians and Families: ▪ AIG/Advanced Studies-developed Slideshow; presentations that focus on AIG identification processes and AIG programs and services in Brunswick County Schools. AIG Lead Teachers will share this information with parents/guardians and families during an opening school-based AIG meeting. The slideshow will be available on the school and district AIG websites
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- AIG One-Pager: a one-page document that describes the processes and procedures for AIG screening, referral, and identification, available as a hard copy document and online.
- AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification, available as a hard copy document and online.
- BCS AIG/Advanced Studies website: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for parents/guardians and families are located on the district website.
- School AIG/Advanced Studies websites: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for parents/guardians and families are linked on the school website.
- School-Based Events: AIG Lead Teachers share information with parents/guardians and families at school events such as Title 1 nights, curriculum nights, and open houses.
- Parent Advisory Committees (PAC): district personnel, school administrators, and other AIG personnel share information about AIG programming and services at school-site and district PAC meetings.

Communication with Students:

- AIG LMS Platform: All middle school and high school AIG students will be invited to join the LMS course/module that contains updates, program information, and relevant documents, including the AIG One-Pager and AIG Identification Roadmap
- AIG One-Pager: a one-page document that describes the processes and procedures for screening, referral, and identification, available as a hard copy document and online.
- AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification, available as a hard copy document and online.
- BCS AIG/Advanced Studies website: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for students are located on the district website.
- School AIG/Advanced Studies websites: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for students are linked on the school website.

Communication with Community:

- BCS AIG/Advanced Studies website: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for community stakeholders are located on the district website.
- School AIG/Advanced Studies websites: The BCS AIG/Advanced Studies-developed slideshow, AIG One-Pager, AIG Identification Roadmap, and other resources for community stakeholders are linked on the school website.
- BCS AIG/Advanced Studies will collaborate with the BCS Public Information Officer to share department communication with the BCS community.

*** 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.

BCS AIG/Advanced Studies documents all evidence gathered and analyzed to support AIG identification decisions. Guided by the Learner Profile Checklist, AIG Site Teams gather and analyze the following evidence when making identification decisions: work products demonstrating high performance or the ability to perform at high levels, teacher recommendation, Observation Checklist, 3-12 EOGs and EOCs, ACT scores, SAT scores, AP Scores, and additional testing history. This evidence is indicated on the Learner Profile Checklist and stored in the student AIG folder alongside the student's Testing Record and Summary Card, Talent Development Form, Permission to Test Form, Student Information System (SIS) Entry/Change Form, AIG Identification/Annual DEP Form, Student Data Card, Record of Parent/Guardian Communication, and Confidentiality of Student Records. The AIG Lead Teachers/Counselor Handbook contains a diagram that AIG Leads and Counselors can use to organize data in students' AIG folders.

All documents gathered and analyzed to support AIG identification decisions are shared with parents/guardians and families and are maintained in each identified student's AIG Folder. Parents/guardians and families review this information during the Initial Identification process when Differentiated Education Plans (DEPs) are developed. This process is led by AIG Lead Teachers or Counselors and AIG Teachers. AIG Lead Teachers or Counselors, and AIG Teachers are encouraged to review this information with parents/guardians and families during the annual DEP review and at other times during the school year, as appropriate.

*** 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.

BCS AIG/Advanced Studies utilizes a Differentiated Education Plan (DEP) for each student participating in AIG programming and services. A DEP outlines how a student's advanced learning needs will be met through differentiation strategies. DEPs include service delivery options, differentiation strategies, content modification opportunities, an annual review of services, and recommendations for the next grade level. DEPs are developed at the school site level by AIG leads in collaboration with AIG and general education teachers, school administrators, school counselors, parents/guardians, and students. All of these stakeholders are invited to participate in the DEP development and annual DEP review process.

Any student who meets the criteria for Early Entry kindergarten or is involved in the Talent Development Program will receive an Enriched Education Plan (EEP). The EEP houses data used for consideration for the Talent Development program, Talent Development group participation, and evidence that can be used for future identification. Data from each student's EEP is shared with 4th-grade teachers should the student transition into the AIG identification process.

For 4-12 students, the AIG Team completes a Learner Profile in which they collect data from assessments, teacher recommendations, teacher observation instruments, the student's academic performance, and additional performance tasks and data that support AIG placement and identification. Data are reviewed by the AIG Team, in consultation with the AIG District Lead, to determine services to be outlined on the initial DEP.

During the initial EEP meeting for K-3 students participating in Talent Development and the initial DEP meeting, the AIG Lead Teacher will invite regular education teachers who work with the student, administrators, EC and/or EL personnel, parents/guardians, and the student to collaborate to consider AIG services to meet the student's needs and to provide signatures noting agreement to the information outlined in the initial DEP. When students are identified for AIG services after the 8th grade, their DEP and Annual Review process will be led by the AIG-designated high school Counselor, supported by the Advanced Studies District Lead.

After the Initial DEP, the AIG student's progress and services are reviewed annually. The purpose of the Annual Review is to review the student's progress, needs, and services, and revise for any changes that need to be made to the DEP moving into the next school year. The Annual Review is provided to parents/guardians for review, and parents/guardians are invited to provide input and sign the document. Annual review conferences can be held in person, virtually, or by phone.

Although Annual Reviews may be conducted at any point during the school year, the BCS AIG/Advanced Studies department recommends that reviews for 5th (rising 6th) graders and 8th (rising 9th) graders be held in the early spring so course selections and other pertinent information related to the next grade span may be considered. Annual Reviews at the high school level focus on the student's progress relative to his/her 4-year plan of coursework and program of study.

Additional conferences may be requested by parents/guardians and/or teachers throughout the school year if or when changes in services are needed, and the DEP is updated to reflect those changes.		
Each student's DEP and Annual Review is housed in his/her AIG folder, stored in the vault at the school site.		
* Ideas for Strengthening the Standard Learner Profile Multiple pathways to identification Actions to expand talent scouting Streamlined AIG identification process AIG identification PD AIG Identification Roadmap AIG One-Pager Canvas courses to enhance communication		
Planned Sources of Evidence		
*	Yearly Identification demographics	
*	Learner Profile reviews	
*	CogAT/IOWA/ACT/EOG/EOC data review	
*	AIG District/School Websites	
*	Routine AIG Folder audits	
*	Task Force membership, agendas	
Type	Documents	Document/Link
AIG Standard 1 Additional Resources	Document Template	N/A

Standard 2: Comprehensive Programming within a Total School Community	Brunswick County Schools (100) 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. K-8: Early Entry Kindergarten: BCS School Board Policy 4100 (Age Requirements for Initial Entry) states parents of children who are aged 4 on or before April 16 and are presented for enrollment no later than the first month of the school year can submit information that the child is gifted and has the maturity to enter school. Per NC Guidelines, students who demonstrate 98th Percentile or higher on an approved aptitude or achievement assessment gain access to kindergarten curriculum and instruction earlier than their same-age peers. An Enriched Education Plan, developed for each child approved for Early Entry Kindergarten, is where teachers will record student strengths, areas of potential, and intentional strategies to develop strengths in multiple domains. Nurturing Program: All K-3 students will participate in Nurturing lessons that expose students to problem-solving, critical thinking, and creative thinking lessons through exposure to PETS (Primary Education Thinking Skills and Strategies for Developing Higher-Order Thinking Skills) and NCDPI's Advanced Learning Labs. Nurturing will be provided by the classroom teacher during core instructional time 3-4 times a month. AIG Leads, in collaboration with Instructional Coaches and grade-level teachers, develop these lessons and resources. As students participate in these lessons, instructors gather data about students who demonstrate achievement or ability to achieve at higher levels than their same-age peers through grades, assessments (students who perform in the top 25% of their age peers on DIBELS, mclass, K-2 Math Assessments, BOG's, iReady), and who score 75% or higher on an adapted version of the Ren Hartman Scales should be considered for the Talent Development Program at their school site. Additionally, students and/or parents of students who have demonstrated grade-level mastery on core content and are not currently in the EC referral process can self-nominate for student participation in the Talent Development Program. Talent Development: During Intervention/Enrichment Blocks, K-3 students nominated by teachers, parents, or themselves participate in the Talent Development Program. Talent Development lessons and resources are developed by grade-level teachers, Instructional Coaches, and AIG Lead Teachers. An Enriched Education Plan is developed for each student who participates in the Talent Development Program, and teachers will record student strengths, areas of potential, and intentional strategies to develop strengths in multiple domains. Additionally, teachers will collect work products that become part of each student's portfolio in the AIG Identification Process. Once Students are identified as AR, AM, AG, AI, or IG, they receive advanced core instruction in math and/or English language arts, based on their identification area(s) and needs. Settings for advanced core instruction include cluster grouping, resource pull-out/push-in, and full core AIG classes. In these settings, students receive differentiated instruction using instructional materials and resources designed for gifted and advanced learners. Students who have demonstrated above-grade-level potential may also be included in these differentiated settings. Services may include content replacement, enrichment, acceleration, and critical thinking. In addition to the adopted curriculum for English Language Arts, Jacob's Ladder, the William & Mary Curriculum, and Stambaugh & Mofield's units for Gifted and Advanced Learners may be utilized as a curricular framework to provide AR and AG students with access to complex texts, analysis, written and oral communication, reasoning, and other higher-level processes. In

addition to the adopted curriculum for math, AM and AG students access the NC Compacted Curriculum and Math 1 in the 8th grade to provide access to accelerated math practices.

Students identified as IG or AI have access to the above curriculum resources and services that address their needs. Using the DEP as a guide, AIG Leads ensure that IG and AI students can access extracurricular programs such as Science Olympiad, Battle of the Books, ROCAME, Math Counts, and academic or interest-specific clubs and organizations. Further, these students are encouraged to pursue areas of personal and academic interest through independent projects, investigations, and extracurricular pursuits.

All 8th graders meet with a Career Development Coordinator. In whole groups, small groups, and individually, students complete various activities within an online platform called Major Clarity. Students explore careers, post-secondary options, potential scholarships, learning styles, and academic pathways for high school registration. During this process, AIG students are introduced to Honors, AP, and CCP options that advanced learners can place in their high school academic pathway.

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Once AIG students enter high school, services continue to align with their identification (AR, AM, AG, AI, IG) and academic and intellectual needs. Using each student's Differentiated Education Plan (DEP) and Major Clarity, counselors and AIG Leads collaborate to ensure students are enrolled in appropriate courses and receive ongoing support for advanced learning. This includes regular reviews of the DEP to monitor progress, update goals, and adjust services based on student needs and interests.

Each high school provides a range of advanced academic options, including Honors, Advanced Placement (AP), and College and Career Promise (CCP) courses in English, math, science, social studies, world languages, and select electives. AIG students also have access to Credit by Demonstrated Mastery (CDM), allowing them to demonstrate mastery and earn credit without seat time, supporting individualized pacing and acceleration.

Students may also enroll in Brunswick County Early College High School, which offers a structured path to earning transferable college credits during high school. In addition, AIG students have the opportunity to take advanced coursework through the Center for Applied Sciences and Technology (COAST), which includes Honors-level courses in STEM-focused and interest-based career pathways such as Culinary, Clean Energy, Electrical Trades, Network Security, Technology & Engineering, and Carpentry.

Throughout grades 9–12, AIG students receive support in post-secondary planning through structured use of Major Clarity, an online career and academic planning tool. Students complete interest inventories, explore career clusters, and create academic and career plans. Counselors, AIG Leads, and other support personnel provide group and individual sessions to guide students through this process, ensuring alignment between their strengths, goals, and course selections.

To support the intellectual and character education needs of gifted students, high schools offer a range of extracurricular programs that promote higher-level thinking, leadership, and creativity. These include Science Olympiad, Governor's School, National Honor Society, CTE clubs, student publications, and the BCS Oratory Competition. AIG students are also encouraged to pursue independent study projects or mentorships aligned with their interests.

Collaboration between AIG Leads, teachers, school counselors, and administrators ensures that high school AIG students continue to receive differentiated services aligned with their identification and learning profiles. Regular communication among staff helps identify students in need of additional challenge or support, to ensure that each student's academic pathway remains rigorous, relevant, and responsive to their needs.

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* 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.

Brunswick County Schools (BCS) is committed to supporting the holistic development of AIG students by addressing their well-being across all grade levels and learning environments. AIG/Advanced Studies District Leads collaborate with departments such as Curriculum and Instruction, Student Services, and MTSS to ensure that holistic supports are embedded into instructional planning and intervention structures.

BCS integrates the NC Portrait of a Graduate and the Student Citizenship Act of 2001 into AIG planning to promote character development and essential life skills such as resilience, empathy, and self-direction. These values are reinforced through professional learning communities (PLCs), district-led professional development, and regular collaboration between AIG Leads, Instructional Coaches, and classroom teachers.

To build educator capacity, BCS offers an 8-week AIG Certification Program, which includes modules on the unique academic and personal development characteristics of gifted learners. The training uses The Teacher's Survival Guide: Gifted Education and prepares teachers to address challenges such as perfectionism, asynchronous development, underachievement, and peer relationships. AIG Leads are also provided with NC DPI-developed resources, including instructional tasks that can be integrated into core subjects to support character education and 21st Century skills in context.

At the school level, AIG Leads and Counselors support student well-being through the Differentiated Education Plan (DEP), which includes a section for identifying and addressing student-specific needs such as resiliency, motivation, emotional regulation, self-esteem, and perfectionism. When students demonstrate significant difficulty, the AIG Student Success Plan is used as an additional tier of support. This collaborative process involves teachers, families, and the student in developing an action plan with specific goals and assigned staff responsibilities.

BCS employs a three-tiered system of support to respond to individual student needs:

1. Tier 1: Universal instruction integrated into classroom environments, aligned with character education and Portrait of a Graduate values.
2. Tier 2: DEP-based supports for students exhibiting early signs of behavioral challenges.
3. Tier 3: Use of the AIG Student Success Plan and referral to school counselors, MTSS teams, or community mental health providers, as appropriate.

Families play a key role in supporting AIG students' holistic well-being. Upon identification, parents receive the SENG booklet "The Joy and the Challenge: Parenting Gifted Children," which is also available on the district AIG/Advanced Studies website. This resource provides strategies for supporting gifted children at home, including how to navigate challenges such as sensitivity, uneven development, and peer relationships.

BCS encourages AIG students to develop self-awareness and self-advocacy skills through advisory activities, college and career planning sessions, and opportunities for independent projects and leadership roles. School and district teams meet regularly to review student progress and adjust supports, ensuring that AIG learners receive appropriate, timely, and personalized services.

Through intentional collaboration among families, teachers, school counselors, and district personnel, BCS ensures that gifted learners are supported not just academically, but also as well-rounded and healthy individuals prepared to thrive throughout their educational journey.

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*** Practice C**

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

The current BCS Strategic Plan is a guiding document that all departments in the district contribute to and support. The following describes how the AIG/Advanced Studies Department contributes to and supports the Strategic Plan.

BCS Strategic Goal 1 (Student Success) focuses on student academic growth and access to work-based learning opportunities for BCS students. BCS AIG/Advanced Studies utilizes the annual DEP review and accountability paperwork to ensure students, parents, guardians, and teachers are aware of all opportunities available to AIG students. These opportunities may include models of differentiation and acceleration, high school credit courses in middle school, AP and Honors coursework, College and Career Promise, and enrollment in courses offered at the Center of Applied Science and Technology, as well as many extra-curricular opportunities. BCS AIG/Advanced Studies Leads participate in monthly meetings with Curriculum and Instructional Services to contribute to and support curriculum and instructional initiatives and ensure AIG students' needs are included in decision-making. BCS District Leads conduct periodic check-ins with ESL, MTSS, EC, and Student Services personnel to ensure that all AIG students will be prepared for work, education, and citizenship.

BCS Strategic Goal 2 (Student Services) states, "By 2029, Brunswick County Schools will ensure 100% of students have access to a multi-tiered system of support focused on developing the whole child with the support of engaged families." AIG/Advanced Studies supports that multi-tiered system of support for all students through Enriched Education Plans (K-3) and Differentiated Education Plans (4-12) that are developed for each student in the Talent Developed or AIG program. The needs of gifted learners are supported through the MTSS program as teachers implement "Core plus More" by providing extended learning opportunities for gifted and advanced learners. AIG and advanced learners have access to extracurricular programs (Battle of the Books, Science Olympiad, ROCAME, Robotics, Math Counts, and others) focusing on specific areas of interest. Each student, beginning in Grade 8, works with a Career Development Coordinator and school personnel to develop an individualized 4-year plan designed to meet that student's academic and personal development needs. Additionally, per BCS Policy 3420 (Student Promotion and Accountability), CDM and Acceleration opportunities are provided for students who demonstrate potential for success beyond their current grade level. BCS utilizes local norms and multiple pathways in the AIG identification process. Teachers, Parents/Guardians, Counselors, and Students collaborate in the annual DEP process to share information about opportunities available to students. Also, AIG/Advanced Studies District Leads provide the Assistant Superintendent and Elementary and Secondary Directors with notes and information about practices to be shared with various district and school leaders to guide decision-making and implementation of AIG practices and procedures.

BCS Strategic Goal 3 (Community Engagement) is about community engagement and professional and work-based learning opportunities. BCS AIG/Advanced Studies utilizes several systematic methods to ensure all stakeholders have access to resources that support AIG and advanced learners. AIG/Advanced Studies District Leads maintain a department website, providing information, resources, and materials related to gifted programming and services in the district. AIG/Advanced Studies District Leads maintain a shared Google Drive for AIG Lead Teachers where they can access district-created instructional resources, meeting notes and recordings, and professional development materials and recordings. Further, BCS AIG/advanced students are invited to participate in the BCS Work-Based Learning system that includes internships, apprenticeships, job shadows, and mentorships. BCS Work-Based Learning demonstrates strong partnerships between the community, local employers, and schools, and this partnership facilitates AIG/advanced learners' career and college progression and preparedness. Through these experiences, AIG/advanced students work with local businesses to gain hands-on learning, employability, and increase exposure to opportunities that can impact their post-high school planning.

BCS Strategic Goal 4 (Talent Development) states, "Brunswick County Schools will actively recruit and retain highly effective staff." BCS AIG/Advanced Studies provides a Canvas-based AIG local endorsement course to prepare and support teachers who work with AIG students. The department also financially supports teachers who pursue state AIG licensure. AIG/Advanced Studies Leads work with Curriculum and Instructional Services to develop resources and professionally develop classroom teachers for differentiated instruction, SEL, and vertical planning. AIG/Advanced Studies District Leads hold monthly leadership forums and quarterly meetings with AIG Lead Teachers/Counselors to build teacher leadership capacity, share information about AIG programming and services, and support implementation of district initiatives in each school. To encourage this type of teacher leadership, AIG Lead Teachers earn a district stipend for their service.

BCS Strategic Goal 5 (Effective and Efficient Operations) states, "Brunswick County Schools will ensure that 100% of all facilities are secure and welcoming environments." BCS AIG/Advanced Studies works to ensure a welcoming environment for each student through the support of and participation in various district structures. AIG Lead Teachers and teachers of AIG students participate in the MTSS model to ensure appropriate enrichment and intervention for AIG students. AIG Lead Teachers and Instructional Coaches participate in SEL professional development for AIG students and disseminate these tools and resources to classroom teachers. Teachers of AIG and advanced learners participate in a local certification program that contains modules focused on student well-being. AIG teachers, students, parents, and guardians maintain the DEP process to give attention to the holistic development of each AIG student. When

an AIG student demonstrates additional need, a Student Success Plan, an action plan for goal-setting and monitoring, is employed to develop a plan of support for the student.	* 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 Policy 3130 (Grouping for Instruction) acknowledges various student learning needs and details considerations for differentiated student grouping. The policy also describes the Principal's authority in class assignments and grouping and encourages Principals to include others in the decision-making process. BCS AIG/Advanced Studies District Leads, AIG Lead Teachers, and Elementary and Secondary Directors provide guidance on the best practices for flexible grouping to school administrators. Principals can make informed decisions about the model of AIG grouping best fits the needs of their school site. Academic and behavioral data (AIG Identification, grades, reading and math assessment data, work products, teacher observation, anecdotal information) is utilized in the scheduling of all BCS students, and administrators determine grouping and class placement for AIG students and advanced learners. BCS utilizes content, cluster, and flexible grouping models to provide appropriately differentiated instruction to meet the needs of gifted and advanced learners. AIG students' progress is monitored by teachers and Lead Teachers at least quarterly through a review of grades, assessment data, work products, teacher observation, and anecdotal information to ensure appropriate placement. When necessary, supports such as MTSS and the AIG Student Success Plan are employed to problem-solve and provide support for students. At the end of the year, all relevant data is reviewed as part of the DEP process, and continuing programming and services are determined from this data. BCS Grouping Guidelines for AIG programming and services are as follows: ▪ Content Grouping: Gifted and/or advanced learners are grouped with like-ability peers in an AIG classroom setting for content instruction with a teacher who has been trained to work with gifted learners. ▪ Cluster Grouping: 4 to 8 gifted or advanced learners are grouped in a mixed-ability classroom for appropriately differentiated instruction in math and/or English language arts with a teacher who has been trained to work with gifted learners. ▪ Flexible Grouping: Students are placed in small groups based on readiness, interests, and abilities within the classroom, and within Intervention and Enrichment blocks. BCS utilizes the MTSS model, and intervention/enrichment groups are formed based on Nurturing and formative assessment data that is reviewed by classroom teachers and the MTSS Team regularly. Through the MTSS model, students are provided with individual or small group interventions or enrichments based on their academic and SEL needs. Often this is accomplished through flexible grouping during an Intervention and Enrichment Block. As students experience interventions and/or enrichments, teachers collect and analyze multiple forms of data to ensure these interventions/enrichments are appropriate and effective.
* 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. AIG/Advanced Studies District Leads meet with High School Counselors and AIG Lead Teachers in August of every school year to review the BCS AIG Plan, practices, and procedures. AIG Lead Teachers and Counselors disseminate this information to the instructional staff at their school site. They are encouraged to use the BCS AIG Plan 101 (a digital one-pager) and a district-developed slide deck to lead their annual beginning-of-the-year staff updates.	7/3/2025 8:46:41 AM

Teachers of AIG students participate in the BCS AIG Local Endorsement Course. Within the modules of this course, teachers learn about the BCS AIG Plan and local practices and procedures. AIG/Advanced Studies District Leads hold monthly leadership forums and quarterly meetings with AIG Lead Teachers/Counselors to share information about AIG programming and services and support implementation of district initiatives. AIG/Advanced Studies Leads meet with all new AIG Lead Teachers in one-on-one settings to support implementation of BCS AIG practices at each site. The purpose of these varying levels of support is to share information and respond to questions about the implementation of AIG practices and procedures at individual school sites. In order to provide day-to-day guidance and instant access to paperwork and AIG-related documentation, all AIG Lead Teachers and Counselors have access to the AIG Handbook. This live, digital handbook contains key information about the local AIG plan and practices and procedures used within the AIG program. It serves as a one-stop shop for paperwork, resources, important dates, and practices they will use throughout the school year. The AIG/Advanced Studies District Leads collaborate with the Elementary and Secondary Directors and the Assistant Superintendent to disseminate information to school administrators. Through the Leadership Team structures (meetings and weekly memos), the AIG/Advanced Studies District Leads are able to clarify AIG practices and program guidelines for administrators.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. At the close of each school year, each elementary school's AIG Lead Teacher delivers AIG folders and documentation for rising gifted 6th graders to the appropriate middle school and discusses student placement, progress, and needs with the middle school AIG Lead Teacher at that site. Additionally, each middle school's AIG lead teacher delivers AIG folders and documentation for rising gifted 9th graders to the appropriate high school and discusses student placement, progress, and needs with the designated AIG Counselor at that site. This process is documented, and signed forms are shared virtually with the AIG/Advanced Studies District Leads for accountability purposes. The AIG/Advanced Studies District Leads conduct monthly leadership forums and quarterly meetings with AIG Lead Teachers/Counselors to share information, materials, resources, and initiatives related to gifted programming and services in the district. Additionally, District Leads meet regularly with administrators at the middle and high school levels to discuss strategies, resources, and materials related to AIG/Advanced Studies. Each AIG Lead Teacher (K-8) meets with their school site faculty at least once a quarter to share information related to AIG students, programming, and services offered at the site. This provides a scheduled time for discussing data and sharing strategies and resources for meeting specific academic and affective needs. Each AIG Lead Teacher (K-8) asks to be added to the agenda for monthly faculty meetings or grade-level meetings to share information about AIG programming and services in the district and at the school site. Topics may include student identification, programs and services, support for academics and character development of AIG students, and other site-specific topics. Elementary AIG Lead Teachers meet with K-3 faculty to share expectations for the BCS Nurturing and Talent Development Programs and collaborate with administration, teachers, and other support personnel at their site to create a Nurturing and Talent Development plan for the year. These plans are shared with the AIG/Advanced Studies District Leads. They collaborate to identify and create successful experiences for at-potential learners in K-3 and utilize multiple data sources to inform the development of an Enriched Education Plan (EEP) for each K-3 student in the Talent Development Program. Data from each student's EEP is shared with 4th-grade teachers when the student transitions into the AIG identification process. Elementary AIG Lead Teachers also work with administrators, 3rd grade teachers, and other support personnel at their site to create a 3rd Grade CogAT Differentiation Plan to identify the process that will be followed and the services that will be provided to students who meet assessment criteria for potential AIG identification based on their scores on the 3rd Grade CogAT Universal Screener. These plans are also shared with the AIG/Advanced Studies District Leads. 9-12 AIG Counselors oversee the AIG students in each high school. They maintain the student AIG folders and share information about the academic, intellectual, and affective needs of AIG students with stakeholders. Through the platform Major Clarity and documentation recorded in DEP Annual Reviews,
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high school Counselors can monitor student progress toward their career and postsecondary goals. Using the Graduation Tracker and academic pathway, Counselors can guide students toward interest-based and academic opportunities. This work supports students as they progress to graduation. Further, through the Advisor-Advisee Program at each school, small groups of students are assigned to instructional staff for lessons and ongoing support throughout their high school career. It is through the Advisor-Advisee system that DEP Annual Reviews are updated and maintained.

*** 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.

BCS AIG has developed clear guidelines to ensure consistency of practice across the LEA. Each AIG student's Differentiated Education Plan (DEP) is utilized to address advanced learners' short- and long-term needs.

Credit by Demonstrated Mastery: BCS Policy 3420 (Student Promotion and Accountability) addresses Credit by Demonstrated Mastery. BCS students can earn credit for high school courses (9-12) and high school courses taught in middle school (6-8) by demonstrating mastery of course material without first completing instructional time. BCS guidelines for CDM are outlined on the BCS AIG/Advanced Studies website and AIG/Advanced Studies Canvas Course for students and parents/guardians and in the BCS AIG Counselor Handbook for High School Counselors. In Phase 1 of the CDM process, a student and parent/guardian meets with a Counselor to review the policy and submit the CDM Student Application Form. The Counselor and AIG/Advanced Studies District Lead collaborate with Testing and Accountability personnel to identify and schedule the appropriate NC or LEA-designed assessment. The student must meet the score determined by the state board policy to move to Phase 2. In Phase 2, the student completes an artifact that demonstrates a deep understanding of the content and is designed/approved by the Curriculum and Instruction team. The CDM team (to include a Counselor, the AIG/Advanced Studies District Lead, and a content specialist) scores the artifact, and, if appropriate, completes the CDM Student Records Form to be submitted to the School Data Manager and stored in the student's cumulative file.

Acceleration and/or Grade-Skipping: BCS Policy 3420 (Student Promotion and Accountability) acknowledges that when a student needs more challenging coursework, Principals may reassign the student to a different class or level of study, may identify concurrent enrollment or other curriculum expansion options, and/or may consider grade skipping. At the elementary level, Early-Entry Kindergarten provides the opportunity for younger students who demonstrate advanced knowledge, skills, and potential to enter the school environment prior to the traditional starting age. Students in kindergarten through 3rd grades are provided extension opportunities for Talent Development and Nurturing groups that provide additional challenges geared toward readiness and interest. In 4th and 5th grades, multiple models of AIG service delivery include AIG core classes and AIG pull-out/resource in math and English language arts. AIG math classes in 4th and 5th grades incorporate a compacted curriculum to move gifted learners toward challenging math concepts once grade-level standards have been mastered. At the middle school level, advanced coursework is offered in AIG-specific content classes and through opportunities for high school course credit. AIG classes are offered in English language arts and math, and high school credit courses are offered in Math 1 and in Earth and Environmental Science. AIG math classes in 6th and 7th grades incorporate a compacted curriculum designed to prepare students for taking Math 1 in the 8th grade, once grade-level standards have been mastered. At the high school level, advanced coursework is offered in honors courses, Advanced Placement (AP) courses, and Career and College Promise (CCP) courses. Honors and AP courses are offered in person in English, math, science, social studies, and elective areas. When appropriate, students can also consider NCSSM Connect courses through which they can enroll in virtual AP STEM and humanities courses that BCS may not offer.

Dual Enrollment: BCS Policy 3101 (Dual Enrollment) allows qualified high school students to pursue a Career and Technical Education Pathway leading to a job credential, certificate, or diploma aligned with one or more high school Career Clusters, or a College Transfer Pathway leading to college transfer credits through Brunswick Community College. Students can also apply for the BCS Early College to pursue a high school diploma as they complete an associate's degree or earn college credits.

Content replacement will be utilized when appropriate to accelerate the learning of highly gifted students. As an example, middle and high school math teachers would collaborate to provide an 8th-grade student, who has already completed the Math 1 course in a previous school district, instruction, resources, and support to complete the Math 2 and potentially the Math 3 course(s) while enrolled in the 8th grade.

BCS AIG and advanced students can consider applying to specialized schools like the North Carolina School of Science and Math to address their needs, and if a student completes NC State Board graduation requirements, Early Graduation may be considered according to BCS Board Policy 3460 (Early Graduation).	
* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.	BCS AIG/Advanced Studies District Leads communicate the purpose and expectations of the Talent Development and the Nurturing Program with Administrators and AIG Lead teachers. All students in K-3 will participate in Nurturing lessons and activities that incorporate the PETS curriculum with additional activities that build creativity, curiosity, and critical thinking. During these lessons, teachers will use the Renzulli-Hartman Observation Scale to identify students with strengths, interests, and potential or evident advanced learning needs. Students (or their parent/guardian) can self-nominate as having an interest in this type of learning. All interested students, including those who receive additional services to support learning needs (EC, ESL, etc.), may self-nominate through contact with their classroom teacher, AIG Lead, or school administrator. Students nominated through these methods will then participate in smaller group Talent Development follow-up sessions during designated Intervention and Enrichment time, featuring evidence-based, problem-based learning activities that develop students' creativity, curiosity, and critical thinking each quarter. When nominated students concurrently receive other services (such as EC, ESL, etc.) during the Intervention and Enrichment block, Principals and AIG Teams will work to ensure access to Talent Development lessons within the school day. Talent Development lessons and resources are developed and/or provided by grade-level teachers, Instructional Coaches, and AIG Lead Teachers. Students participating in Talent Development opportunities at their school sites will produce evidence of extended learning. These work products can be utilized for progress monitoring, additional differentiation, and as part of a portfolio to accompany the academic and observational data that will be utilized to complete AIG identification in 4th grade. Based on data collected during progress monitoring, some students may need more intense services during Talent Development, and these may include flexible grouping, acceleration, and compacting. An Enriched Education Plan (EEP) is developed for each student who participates in the Talent Development Program, and this EEP is where grade-level and AIG Lead Teachers record student strengths, areas of potential, intentional strategies to develop strengths in multiple domains, as well as data to support potential AIG identification.
* 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.	Through collaborative conversations with district and school-level personnel and professional development opportunities, BCS is working to shift mindsets to understand that in the AIG Identification process, testing is not the gateway to identification but simply another data point used in making informed decisions about student placement in the AIG setting. BCS administers the CogAT and utilizes the ACT as universal screeners in 3rd and 11th grades and offers additional testing opportunities throughout the school year with the CogAT, Iowa Assessments, NNAT, and other alternate assessments to provide that data point. Additionally, BCS utilizes local norms on standardized assessments as a strategy for broadening access to advanced learning opportunities for all students. When teachers enroll in the AIG local endorsement course, they learn about characteristics of AIG and advanced students, including non-traditional and overlooked gifted populations. They learn about policies, practice, and mindsets that expand excellence in AIG identification services and serve in the crucial role of talent scouts at their school sites. To support the development of a talent scout mindset, the NCDPI ALGE Booster Shots and district-created mini-professional development sessions are shared with K-12 teachers to further increase knowledge and understanding of AIG learners and programs and

services to best meet their needs. Likewise, all high school teachers participate in professional development about Honors differentiation and how to provide academic support to students who may be taking an advanced course for the first time. These strategies may include scaffolding, differentiation within advanced courses, readers and writers conferences, and use of small group instruction.

Each fall, following the administration of the 3rd Grade CogAT universal screener, District AIG/Advanced Studies Leads share information with elementary Principals, AIG Leads, testing coordinators, and teachers about all of the data that is provided in the reports generated from that assessment. These CogAT student data profiles may be used to identify a variety of student needs and serve as data points to support a variety of services that may be provided to all students.

AIG and Advanced Studies representatives participate in district and school-based events that promote the transition of AIG students between 5th/6th and 8th/9th grades. At these events, representatives share information about AIG programming and services in the next grade span. They lead discussions about course offerings, Major Clarity for future planning, and address parents'/guardians' and families' questions and concerns related to AIG and advanced coursework..

AIG/Advanced Studies District Leads gather, disaggregate, and share AIG population data regularly. This data is shared with the AIG Task Force, teachers participating in AIG Certification, AIG Lead Teachers/Counselors, and the Curriculum and Instruction Team to develop practices that will broaden access and talent development opportunities across the K-12 continuum. The AIG/Advanced Studies District Leads will collaborate with EC, Title 1, Migrant, and ESL personnel to ensure programs and services meet the needs of students also served by these departments.

In 4-8, students in the top 15% may be placed in the AIG setting to be identified or as part of the AIG Talent Pool, gaining access to advanced coursework in accelerated courses or differentiated cluster groups. This type of frontloading of advanced curriculum and instruction supports students on their path toward AIG identification and allows students the opportunity to meet the data criteria (achievement, work product, teacher observation) while they are in the AIG setting. Additionally, in accordance with NC Advanced Math Legislation, all students who earn a Level 5 on a Math EOG are enrolled in advanced math coursework regardless of AIG status.

In 9-12, students enrolled in the high school AVID program, intended to provide support for first generation college students on the path to college, can earn honors credit in some courses, increasing access to rigorous coursework. The Center for Applied Sciences and Technology (COAST) offers honors-level courses in STEM fields such as Clean Energy Technology and Design, providing rigorous interest and career-based opportunities open to all high school students in BCS. In order to build capacity in students who may enroll in Honors and AP courses, BCS has adopted the Pre-AP curriculum for 9th and 10th grade English and Social Studies courses. Pre-AP courses provide access to a rigorous on-grade level curriculum that develops student skills that will be used in advanced high school courses, like AP, and college-level courses. Efforts like this frontload skills and mindsets that students can practice and employ in further advanced coursework.

Every spring, High School Instructional Coaches present course options to high school students to help them choose courses that include CCP, Honors, and AP courses. Further, Instructional Coaches collaborate with Principals to use EVAAS to identify students to encourage them to enroll in Honors and AP courses..

Each spring, high school teachers of AIG and advanced students complete a data analysis to identify students who may be successful in advanced high school coursework. 8th-grade students who have displayed talents in middle school are identified through data reviews and teacher nominations. They are sent an invitation to enroll in 9th and 10 grade AP courses when they enter high school. All AP courses (except those with recommended prerequisites) are open to all students, but the goal of the invitation letters is to encourage AP access for students who may not see themselves as AP students. Schools are developing AP Student Leadership cohorts to speak at registration events and in classes to encourage students to see students like them in advanced courses and increase enrollment, particularly in the top 15%.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

AIG students must access extra-curricular opportunities to develop talents, interests, and critical thinking skills beyond the standard curriculum. To enhance the development of gifted learners, BCS AIG/Advanced Studies collaborates with multiple partners, within the school district and surrounding community as well as with state and other agencies, to provide opportunities for AIG students to be involved in extracurricular programs, organizations, and events that match their academic, intellectual, and character education needs. In order to access academic challenges and areas of interest, AIG and advanced students are encouraged to apply for and enroll in North Carolina Governor's School and participate in such organizations as Science Olympiad, Robotics, ROCAME, Math Counts, Battle of the Books, school-based book clubs, Williamson Oratory Competition, and Chess Club. These opportunities help gifted students explore their academic interests, encourage their competitive spirit, and provide avenues for students to collaborate with and build camaraderie with like-minded peers. To encourage creative exploration among AIG and advanced students, BCS offers multiple cultural arts organizations and events, Journalism, Yearbook, and Teen Scene (a local teen-oriented publication). These opportunities help gifted students develop talents in a variety of areas that build on their creativity and innovation and expand their experiences in their specific areas of interest. AIG students must be provided opportunities to make social connections and develop leadership skills. BCS offers National Honor Societies, Beta Clubs, Key Clubs, and other service-oriented clubs and organizations. BCS middle and high schools offer career/academic leadership organizations and honor societies. Through these organizations, students learn character education skills, make connections with peers and mentors, and practice leadership skills they will utilize in advanced coursework, college, and career.	
* Ideas for Strengthening the Standard Nurturing Program Talent Development Program Portrait of a Graduate/Character Education PD Student Success Plan Canvas Courses to communicate DEP to support character education Multiple Pathways AIG Lead Teacher leadership AIG Lead Teacher/Counselor Handbook Enriched Education Plan	
Planned Sources of Evidence	
* Enriched Education Plan/DEP reviews	
* Nurturing documentation reviews	
* Talent Development demographics/enrollment	
* AP/Honors/CCP enrollment, completion, grade/score	

Standard 3: Differentiated Curriculum and Instruction

Brunswick County Schools (100) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

BCS AIG/Advanced Studies utilizes differentiation to accelerate, enrich, and extend the curriculum for AIG students across the K-12 continuum. AIG Lead Teachers, AIG Teachers, and instructional teams in collaboration with regular classroom teachers determine appropriate instructional strategies by analysis of data (formative and summative assessments, AIG Identification area, student interest and preferred learning style, behaviors, grades, etc.), and all opportunities for acceleration, enrichment, and extension are detailed in the student's DEP.

Acceleration: BCS AIG/Advanced Studies implements a comprehensive range of acceleration strategies to address the varied needs of advanced learners. These strategies include curriculum compacting, enrollment in Math 1 and Earth and Environmental Science at the middle school level, Early Entrance to Kindergarten, grade skipping (determined through a multi-data review by the school principal), subject-specific acceleration with older peer groups, enrollment in Career and College Promise (CCP) courses at Brunswick Community College, participation in Brunswick Early College High School, and access to Advanced Placement (AP) and Honors courses. Curriculum compacting and alternative pacing guides, particularly in mathematics, facilitate progression through grade-level standards at an accelerated rate, allowing students earlier access to advanced coursework.

Enrichment: Within small groups, whole groups, or cluster groups in regular classroom settings, AIG and advanced students are offered access to differentiated learning activities that move beyond the curriculum and appeal to student interest. Such projects may include independent study, Google 20 time, and problem-based learning. Additionally, enrichment units are utilized to replace standard curriculum topics where appropriate, providing project-based learning experiences that integrate cross-curricular themes and foster critical and creative thinking. These curricular adaptations ensure that gifted and advanced learners consistently engage with rigorous, complex, and challenging academic experiences.

Extension: When assessment data can be used to show that students are ready, AIG and advanced students are offered opportunities to engage in activities that enhance the depth and complexity of the curriculum. Utilizing tools like the NCSCoS, ELA Learning Progressions, and BCS Standards Aligned Proficiency Scales for all content areas students engage in learning that enhances critical and creative thinking in order to make the curriculum more challenging. Across K-12, teachers implement tiered assignments, learning contracts, and choice boards to allow students to demonstrate mastery through varied, rigorous tasks aligned with their readiness and interests. In language arts, selected classrooms incorporate research-based units, which provide complex texts and inquiry-based learning experiences aligned to NC SCOS but differentiated for high-ability students.

K-8:

To support differentiation in K-8, classroom teachers collaborate with AIG lead teachers, instructional coaches, administrators, and other appropriate support personnel to build on the adopted curriculum by developing learning experiences that extend and enrich core instruction. Through these collaborative efforts, classroom teachers have a role in:

- adapting, developing, and delivering lessons that extend and build creativity and critical thinking for students in talent development groups in K-3, as outlined in each school's Nurturing & Talent Development Plan;

▪ developing and implementing a 3rd Grade Differentiation Plan for students who demonstrate advanced potential on the 3rd Grade CogAT universal screener; ▪ utilizing the adopted, grade-level curriculum and supplemental instructional materials designed specifically for gifted and advanced learners to create engaging and rigorous learning experiences that develop and extend their students' critical thinking and creativity skills; ▪ arranging students in core settings and collaborative groupings to build on and develop their AIG students' varied interests, strengths, and needs, and move those students beyond grade level expectations; ▪ participating in district and school-based professional development focused on differentiating for the unique needs of AIG students; ▪ collaborating with colleagues, at school sites and across the district through face-to-face and virtual PLCs designed for sharing and planning differentiated learning experiences for AIG students. 9-12: High School Instructional Coaches support teachers in implementing differentiation aligned with NCDPI's Honors Differentiation Initiative. All high school teachers participate in district-wide professional development focused on acceleration, enrichment, and extension strategies for both honors and regular courses. Using the NCDPI Honors Level Course Guide, content teachers engage in follow-up sessions to refine their skills in differentiating curriculum and instruction. Through coaching cycles and professional learning communities (PLCs), Instructional Coaches observe classrooms, provide feedback, and guide teachers in enhancing rigor, complexity, challenge, and creativity for advanced learners. Each fall and spring semester, coaches complete an observation and a lesson plan audit for every honors-level teacher, using a standardized Google Form to assess the teacher's ability to deliver advanced curriculum content. Observation results are compiled and disaggregated to identify professional development needs, allowing Instructional Coaches to collaboratively plan targeted support for high school teachers serving advanced students.	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Teachers of AIG students in Brunswick County Schools differentiate instruction based on students' identified abilities, readiness, and interests. Through the BCS AIG Local Endorsement Course, ongoing professional development, collaboration with AIG Lead Teachers, and coaching cycles facilitated by Curriculum and Instruction staff, teachers build the skills, knowledge, and dispositions necessary to differentiate effectively for advanced learners. Professional Learning Communities (PLCs) provide additional collaborative structures to support continuous growth in differentiation practices. Teachers adapt the depth and complexity of the North Carolina Standard Course of Study (NCSCoS) using strategies focused on acceleration, enrichment, and extension. Differentiation decisions are guided by multiple data sources, including local and state assessments, student work products, interest and preference surveys, and EVAAS growth data. Methods of differentiation are documented in students' Differentiated Education Plans (DEPs) and are reviewed regularly to ensure that instructional practices evolve as students' profiles change. Differentiation strategies include curriculum compacting, flipped classrooms, book clubs, literary circles, independent study contracts, scaffolding, flexible grouping, tiered assignments, project-based learning, choice activities, learning contracts, and seminars. For example, a student demonstrating advanced readiness in mathematics might engage in curriculum compacting to move beyond grade-level standards, while a student with strong verbal interests might participate in literary circles focused on author study or thematic analysis. Additionally, teachers and schools leverage partnerships with local organizations to arrange guest speakers, mentorships, and out-of-school learning experiences to further enrich instruction. At the high school level, BCS AIG/Advanced Studies leads Advanced Academics Committees in book studies and professional development to strengthen teachers' ability to differentiate course materials and instructional strategies. Support from the NC AP Partnership further enhances curriculum and instructional
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practices, ensuring continuous improvement in meeting the needs of advanced learners across the district.

* Practice C

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

The BCS Curriculum and Instruction team develops and maintains content area curriculum guides that are aligned to the NCSCOS and that utilize a variety of research-based print and digital resources. AIG-specific curriculum guides have been created for middle school math and middle school English language arts. Curriculum guides are updated each year and are shared with BCS teachers during district-wide professional development sessions, providing the framework and support for differentiated instructional planning (K-12) across the school district. Additionally, the BCS Curriculum and Instruction team curates content-specific shared drives and electronic folders with curriculum resources and materials designed to meet the needs of learners at varying ability levels (K-12).

The BCS Instructional Coaches and Digital Learning Specialists collaborate with teachers to research, plan, and develop NCSCOS-aligned instructional materials and resources to engage all learners, with intentional and purposeful differentiation strategies that will accelerate, enrich, and/or extend those experiences for gifted learners. Print and digital research-based curriculum materials utilized by K-12 BCS AIG teachers in instructional planning and service delivery include, but are not limited to:

Academic & Intellectual

- NCDALGE Advanced Learning Labs
- Primary Education Thinking Skills (PETS) (Thomson, S., Merritt, D., & Wolfe, M. [2012])
- ThinkUp! Math (Mentoring Minds/Curriculum Associates)
- Wordly Wise (Educator Publishing Services)
- Vocabu-Lit (Perfection Learning)
- Jacob's Ladder Reading Comprehension Program (VanTassel-Baska, J. and Stambaugh, T.)
- William & Mary Language Arts Curriculum (William and Mary CFGE)
- Vanderbilt University's ELA Lessons for Gifted and Advanced Learners in Grades 6-8 (Stambaugh, T. and Mofield, E.)
- Word Within the Word (Michael Clay Thompson; Royal Fireworks Press)
- Math Textbook series that allows for compacting of curriculum for advanced learners
- Stanford History Education Group (SHEG)
- C3 Teachers Wake Forest PBL Lessons
- Texts to support AP study as recommended by College Board
- Pre-AP curriculum framework and resources recommended by College Board
- Complex texts for use in ELA and content courses

▪ Resources and professional learning through North Carolina Association for the Gifted and Talented Affective and Character Education ▪ Social and Emotional Gifted Teen (series; Pieces of Learning, 2018) ▪ Supplemental texts to support the affective and character education of gifted learners: ▪ Practical Strategies in Gifted Education (series; Prufrock Press, 2005); ▪ Resources provided through Supporting Emotional Needs of the Gifted (SENG) ▪ These resources are selected and utilized based on evidence of effectiveness in meeting the academic, intellectual, affective, and character education needs of gifted learners.	* 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. Teachers of AIG and advanced students use NC's Portrait of a Graduate to guide the development of durable skills and mindsets supporting post-secondary success. By designing authentic and relevant learning experiences, teachers provide multiple opportunities for AIG students to engage in activities that enrich and extend their learning. K-12 teachers use small group learning to foster adaptability, collaboration, and communication. Problem-based learning experiences help students develop critical thinking and creativity, while selected texts promote empathy and personal responsibility. A focus on growth mindset, metacognition, and self-reflection helps students adopt a learner's mindset. Through interest surveys, teachers incorporate activities with personal relevance, such as personal finance in social studies, coding in math, complex texts and seminar discussions in ELA, and hands-on labs in science. AIG and advanced students also refine these skills through community partnerships, job shadowing, internships, and volunteer opportunities. BCS supports career readiness by having students develop a Career Development Plan starting in 6th grade, which is refined through high school. The Major Clarity platform guides students' academic and career goals. The AIG program also collaborates with AVID and CTE to develop critical thinking, communication, collaboration, and leadership skills, ensuring students are prepared for post-secondary success.
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. BCS AIG/Advanced Studies and classroom teachers use data and employ data analysis protocols to inform decisions about differentiating curriculum and instruction for AIG students. At the district level, AIG/Advanced Studies District Leads and Instructional Coaches support this process. At the school level, grade-level and content-specific PLCs, MTSS Teams, and AIG Lead Teachers analyze data to determine differentiation strategies. Teachers analyze local and classroom assessments, state assessments, EVAAS, student work products, interest surveys, and teacher observations to guide differentiation. This includes:	

▪ Acceleration: AIG and grade-level teachers use pre-assessment data to identify opportunities for curriculum compacting, pacing adjustments, enrichment/extension activities, and advocating for changes in grade level or course setting. ▪ Differentiated Teaching Methods: Data informs the use of such differentiated teaching methods as tiered assignments, open-ended tasks, and small group instruction. ▪ Enrichment and Extension: AIG and grade-level teachers leverage data from interest surveys and formative assessments to design independent research, problem-based learning, and connect students to extracurricular activities.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Teachers of AIG students collaborate in various structures to design and implement differentiated curriculum and instruction that support the learning of AIG and advanced learners. ▪ AIG Teachers collaborate in departments, grade levels, MTSS Teams, and PLCs to plan and refine differentiated curriculum and instructional resources. They also engage in student-specific meetings when necessary, where data and individual student needs are discussed to ensure tailored instructional strategies. ▪ AIG Teachers, Leads, and District Leads collaborate with MTSS, Title 1, EC, ESL, and Student Services personnel to ensure that all AIG students' needs are being met through intentionally designed differentiated curriculum and instruction. ▪ Further, AIG Teachers and Leads collaborate with educators in and out of the district through membership of the Southeast AIG Region cohort, sharing best practices, resources, and support. This broadens their professional learning network and ensures access to a varied range of strategies for AIG students. ▪ AIG Leads meet in monthly leadership forums and in quarterly meetings to review district practices, focusing on the effective implementation of differentiated curriculum and instruction. This collaboration is essential for consistency across the district. ▪ Instructional Coaches, many of whom are AIG licensed, have completed the local endorsement, or are AP certified, work with AIG teachers through lesson co-teaching, modeling, and coaching cycles. These efforts ensure the ongoing refinement of teaching methods and curriculum planning for AIG students. BCS AIG/Advanced Studies supports high school Advanced Academics Committees in professional development, offering collaborative activities that focus on enhancing the skills and dispositions necessary for teachers to appropriately differentiate course materials and instructional strategies. NC AP Partnership provides teachers with specialized curriculum and instructional professional development and related resources.
* Ideas for Strengthening the Standard Advanced Academics Committees On-going data analysis Data-driven decision-making Professional Development for teachers Nurturing Program Talent Development Program Learner Profile	Planned Sources of Evidence

Standard 4: Personnel and Professional Development

Brunswick County Schools (100) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

BCS AIG is coordinated by two AIG licensed district leads, the BCS AIG District Lead and the BCS Advanced Studies District Lead. The job descriptions for both roles are as follows:

BCS AIG District Lead
Academically Gifted (88087) Add-on Licensure since 2005

- Guides the development, implementation, and evaluation of the system's AIG instructional programs and assures that the direction and emphasis of enrichment, extension, and acceleration
- Assists Principals and other administrators and teachers to prepare and recommend those sections of the budget that pertain to instructional programs for AIG
- Keeps current on developments and issues related to advanced studies; provides leadership for determining their appropriateness for inclusion in the system's educational program, and serves as a resource for Principals and Teachers
- Provides the necessary training for teachers, administrators, instructional coaches, and others in specific areas, i. e. AIG In-House Certification Program (30 hours) in eight modules, arts integration, giftedness, and differentiation
- Helps guide the development and/or revision of curricular resources for AIG
- Assists Principals and Teachers with data analysis which affects instructional decisions for AIG
- Works with school personnel and parents as needed
- Assists in the recruitment, development, and selection of professional personnel
- Serves as a liaison with educational leaders and teachers in curriculum and instruction at the state, regional, and national levels through membership and participation in professional organizations as well as participation in relevant conferences, seminars, and workshops
- Manages state and local budgets
- Seeks grant opportunities related primarily to advanced studies to investigate, prepare, and submit for approval to enhance current programming
- Works with the assigned administrative assistant to address all program needs and expectations

- Oversees assessment qualification testing using approved nationally normed tests
- Co-manages the district's AIG approved Plan to ensure fidelity to all policies and procedures countywide to promote equity, consistency, and high expectations through meetings with lead teachers, observations, and other means necessary
- Co-leads the needs assessment, self-assessments, task force, and stakeholder surveys necessary for the review of current AIG district plans in the preparation and writing of such continuing plans every three years per state requirement.

BCS Advanced Studies Lead

Academically Gifted (88087) Add-on Licensure since 2002

- Guides the development, implementation and evaluation of the system's advanced studies instructional programs and assures that the direction and emphasis of enrichment, extension, and acceleration
- Assists Principals and other administrators and teachers to prepare and recommend those sections of the budget that pertain to instructional programs for advanced studies
- Keeps current on developments and issues related to advanced studies; provides leadership for determining their appropriateness for inclusion in the system's educational program, and serves as a resource for Principals and Teachers
- Provides the necessary training for teachers, administrators, instructional coaches, and others in specific areas, i. e. AIG In-House Endorsement Program (30 hours) in eight modules, arts integration, giftedness, and differentiation
- Helps guide the development and/or revision of curricular resources for advanced studies courses.
- Assists Principals and Teachers with data analysis which affects instructional decisions for advanced studies
- Reviews and approves the curriculum guide for course registration in advanced studies and works with school personnel (guidance counselors, etc.) and parents as needed
- Assists in the recruitment, development, and selection of professional personnel
- Serves as a liaison with educational leaders and teachers in curriculum and instruction at the state, regional, and national levels through membership and participation in professional organizations as well as participation in relevant conferences, seminars, and workshops
- Manages state and local budgets as well as trust funds for advanced studies and the oratory contest
- Seeks grant opportunities related primarily to advanced studies to investigate, prepare, and submit for approval to enhance current programming
- Works with the assigned administrative assistant to address all program needs and expectations
- Co-manages the district's AIG approved Plan to ensure fidelity to all policies and procedures countywide to promote equity, consistency, and high expectations through meetings with lead teachers, observations, and other means necessary
- Co-leads the needs assessment, self-assessments, task force, and stakeholder surveys necessary for the review of current AIG district plans in the preparation and writing of such continuing plans every three years per state requirement.

*** 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.

Each elementary has an AIG Lead Teacher whose responsibilities include:

1. Serve as the liaison between the AIG District Lead and the school site.
2. Attend district AIG Lead Teacher Meetings or arrange approved substitute school representation.
3. Share relevant AIG information with school administration, AIG teams, students, parents, and other stakeholders.
4. Lead and facilitate informational AIG sessions with students, parents, AIG staff, and other stakeholders.
5. Store AIG confidential folders in a locked and secured area.
6. Meet all AIG required deadlines including AIG Headcounts, Differentiated Education Plans (DEPs), file transfers, inactive folder accountability.
7. Schedule AIG student testing in consultation with AIG District Lead.
8. Maintain regular two-way correspondence with AIG parents and guardians to share program updates and enrichment opportunities.
9. Elementary-level AIG Lead Teacher will collaborate with 3rd, 4th, and 5th-grade teachers, school administrators, and the AIG District Lead to analyze student data to identify candidates for talent development, potential AIG candidates, and further testing and identification needs.
10. Ensure all appropriate forms are completed and stored properly in student AIG folders
11. Provide professional development to address teacher or student needs. Topics may include differentiation, extension, acceleration, enrichment, questioning strategies, critical thinking, portfolio and rubric development, grouping practices, independent study.
12. Engage in the development of district AIG plans and utilize surveys, questionnaires, needs assessment, self-reflection, committee work, and strategic task forces to ensure alignment and implementation.
13. Support administration and school staff in addressing both student academic success and character education through the incorporation of AIG principles and best practices.
14. Elementary-level AIG Lead Teachers will oversee the school's development, implementation, and monitoring of its Nurturing Plan.
15. Participate in professional growth opportunities such as professional reading and attending or presenting at AIG-related conferences or workshops.
16. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential

Each middle school has an AIG Lead Teacher whose responsibilities include:

1. Serve as the liaison between the AIG District Lead and the school site.
2. Attend district AIG Lead Teacher Meetings or arrange approved substitute school representation.

3. Share relevant AIG information with school administration, AIG teams, students, parents, and other stakeholders. 4. Lead and facilitate informational AIG sessions with students, parents, AIG staff, and other stakeholders. 5. Store AIG confidential folders in a locked and secured area. 6. Meet all AIG required deadlines including AIG Headcounts, Differentiated Education Plans (DEPs), file transfers, inactive folder accountability. 7. Schedule AIG student testing in consultation with AIG District Lead. 8. Maintain regular two-way correspondence with AIG parents and guardians to share program updates and enrichment opportunities. 9. Middle-level AIG Lead Teacher will collaborate with classroom teachers, school administrators, and the AIG District Lead to analyze student data to identify candidates for talent development, potential AIG candidates, and further testing and identification needs. 10. Ensure all appropriate forms are completed and stored properly in student AIG folders. 11. Provide professional development to address teacher or student needs. Topics may include differentiation, extension, acceleration, enrichment, questioning strategies, critical thinking, portfolio and rubric development, grouping practices, independent study. 12. Engage in the development of district AIG plans and utilize surveys, questionnaires, needs assessment, self-reflection, committee work, and strategic task forces to ensure alignment and implementation. 13. Support administration and school staff in addressing both student academic success and character education through the incorporation of AIG principles and best practices. 14. Middle-school AIG Lead Teacher will ensure student opportunity and access to high-school courses in middle school. 15. Participate in professional growth opportunities such as professional reading and attending or presenting at AIG-related conferences or workshops. 16. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential <i>Each high school has an AIG-designated Counselor whose responsibilities include:</i> 1. Serve as the school-site liaison between the Advanced Studies District Lead and the school site. 2. Share relevant AIG information with school administration, AIG teams, students, parents, and other stakeholders. 3. Lead and facilitate informational AIG sessions with students, parents, AIG staff, and other stakeholders. 4. Store AIG confidential folders in a locked and secured area. 5. Meet all AIG required deadlines including AIG Headcounts, Differentiated Education Plans (DEPs), file transfers, inactive folder accountability. 6. Schedule AIG student testing in consultation with Advanced Studies District Lead. 7. Maintain regular two-way correspondence with AIG parents and guardians to share program updates and enrichment opportunities. 8. Ensure all appropriate forms are completed and stored properly in student AIG folders.
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9. Engage in the development of district AIG plans and utilize surveys, questionnaires, needs assessment, self-reflection, committee work, and strategic task forces to ensure alignment and implementation. 10. Support administration and school staff in addressing both student academic success and character education through the incorporation of AIG principles and best practices. 11. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential. Additionally, each high school usually has a Counselor who specializes in Governor's School, Advanced Placement, and Scholarships.	* 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. BCS AIG/Advanced Studies provides and participates in specific professional development for various personnel involved in AIG programming through a variety of formats (in-person, virtual, online and hybrid courses) and structures (individual, small group, department/grade level, content area):. ▪ AIG/Advanced Studies Leads participate in NCDPI, NCAGT, and Region 2 professional development opportunities. ▪ Administrators receive annual professional development about best practices for use when scheduling AIG and advanced learners and identification. ▪ High School Counselors participate in annual professional development about HS AIG students, identification, and services. ▪ K-12 teachers of AIG/Advanced students earn BCS AIG Endorsement through a 8-module hybrid course offered 2 times a year. ▪ K-3 teachers will participate in professional development about the implementation of the Nurturing and Talent Development programs. ▪ High School teachers of AIG and advanced learners participate in professional development geared toward high school instruction of AIG students and are encouraged to participate in the BCS AIG Local Endorsement course. ▪ Honors teachers participate in professional development to implement the NCDPI Honors Differentiation Guide Book. ▪ Teachers of AP courses attend AP Summer Institutes and participate in the AP Mentoring program through the NC AP Partnership. ▪ AIG Lead Teachers participate in yearly professional development as well as monthly Leadership Forums and quarterly meetings, focusing on best practices, identification, and analyzing student data. Topics for professional development provided to instructional specialists may include, but are not limited to: ▪ Differentiated instructional strategies within regular, AIG, and Honors courses ▪ The BCS AIG Program ▪ Project/Problem-Based Learning ▪ AIG Service Delivery Models ▪ Higher-Order Thinking and Building Critical/Creative Thinking Skills
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▪ Depth and Complexity ▪ Portrait of a Graduate for AIG and Advanced Learners ▪ Best Practices for working with AIG and Advanced Learners	* 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. BCS K-8 AIG students receive general education services from teachers who have earned AIG add-on licensure through college coursework and/or passing the Gifted Education Praxis (5358) or who have completed the BCS AIG local endorsement course. 9-12 teachers who work with gifted or advanced learners are encouraged to seek local endorsement, local professional development opportunities, or training through the College Board. The BCS AIG local endorsement course is a 8-module hybrid Canvas course that provides training on working with gifted and advanced learners. Additionally, BCS AIG/Advanced Studies encourages interested personnel to enroll in college coursework and/or take the Gifted Education Praxis (5358) to complete the requirements for add-on AIG licensure. BCS personnel who pass the Gifted Education Praxis (5358) and add that certification to their NC teaching license may be reimbursed the cost of that online assessment. AIG/Advanced Studies District Leads collaborate with school principals to ensure gifted learners are placed with appropriately trained personnel and share best practices for grouping to ensure that AIG students are receiving instruction from a teacher who either has earned add-on licensure or local certification. In the elementary grades, AIG students in BCS may be served through a cluster-grouping model (4 to 8 gifted learners grouped together in a multi-ability class), a resource pull-out/push-in model, or a core class model. Teachers of these classes have earned AIG licensure or local certification. In middle grades, AIG students in BCS may be served for core instruction through AIG-specific classes taught by teachers who have earned AIG licensure or local certification. In high school, AIG and advanced students may be served in Honors or AP courses. Teachers of AP courses participate in initial and ongoing professional development through College Board and NC AP Partnership. Teachers of Honors courses participate in locally developed professional development that is aligned with the NCDPI Honors Differentiation Guidebook and focuses on differentiation, acceleration, extension, and enrichment of the North Carolina Standard Course of Study.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. BCS is committed to developing effective strategies for the recruitment and retention of AIG-licensed professionals, with a focus on ensuring a workforce that reflects the student population. Our approach includes the following key strategies: <i>Targeted Recruitment Efforts:</i> Partnering with universities and colleges that focus on gifted education and AIG licensure. Collaborating with Human Resources and school hiring teams to ensure that all candidates, particularly those whose experiences align with our AIG student population, are aware of opportunities to join the AIG program. Collaborating with professional organizations such as the Southeast Region and NCAGT to identify and recruit talent from varied backgrounds. <i>Mentorship and Professional Development:</i> Supporting Beginning Teacher and Mentoring programs to engage newly hired professionals in AIG certification, credentialing, and support opportunities.	

Offering professional development opportunities that focus on student-centered teaching, character education, and strategies to support all learners, ensuring that all AIG professionals are prepared to meet the varied needs of the AIG student body. Providing opportunities for all AIG teachers to attend conferences, workshops, and webinars that focus on student-centered gifted education and practices. <i>Competitive Incentives for Retention:</i> Providing financial incentives or support for AIG professionals to pursue further certifications or advanced degrees, including coverage of the costs associated with the Gifted Education Praxis (5358). Recognizing and celebrating the contributions of AIG teachers through leadership roles, such as AP Academy leadership and AIG Lead roles, within their schools. Providing an annual stipend for teachers who take on the role of AIG Lead at their school site. Through these strategies, BCS aims to create an environment that attracts, supports, and retains AIG-licensed and credentialed professionals who can best serve the varied needs of our gifted learners.	
* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. BCS AIG/Advanced Studies is committed to meeting the advanced learning needs of all students in the district. With a focus on the NCDPI AIG Call to Action, BCS addresses the critical actions for access, opportunity, and excellence through professional learning. AIG Lead Teachers participate in 5 professional development sessions that focus on identification practices (multiple pathways/opportunities to identification and universal screeners), Portrait of a Graduate for the AIG student, and Leading Access and Excellence during the school year. AIG Lead Teachers are expected to return to their school sites to lead this professional development effort in their own school. As the BCS Talent Development programs grow, classroom teachers and facilitators of the Nurturing and Talent Development Programs participate in professional development to focus on reframing the lens to focus on at-potential students, serving as talent scouts, and implementing talent development curriculum and instructional resources. Teachers of AIG and advanced learners take the AIG Local Endorsement course with multiple modules that focus on access and excellence (gifted characteristics, the range of services provided in BCS AIG, and Talent Development). Further, teachers can participate in follow-up professional development opportunities in becoming talent scouts for a variety of learners and instructional delivery options through their Instructional Coach, AIG Leads, and AIG/Advanced Studies District Leads.	
* 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. BCS AIG/Advanced Studies intentionally aligns professional development opportunities with local AIG program goals, district-wide initiatives, and best practices in gifted education. This alignment is grounded in the BCS Strategic Plan, which emphasizes talent development for educators, and the NCDPI AIG Call to Action Guidebook, which highlights the importance of focused, ongoing professional learning to support gifted learners. During the current AIG Plan cycle, BCS AIG/Advanced Studies will implement a multi-tiered professional development model that directly supports the program's goals of increasing differentiation capacity and ensuring consistent identification practices. These goals also reinforce broader district initiatives related to access, excellence, and learner-centered education.	

Key components of aligned professional learning include:

- The BCS AIG Local Endorsement Course, which supports K-12 teacher growth in differentiation and best practices for AIG instruction.
- District AIG/Advanced Studies Leads and Instructional Coaches, who collaborate to provide embedded, job-embedded professional learning aligned with both AIG strategies and district instructional priorities.
- AIG Leads and AIG classroom teachers, who attend professional conferences, receive specialized training, and then support ongoing professional learning in their schools.
- Targeted professional development on access to and consistent identification, focused on the use of multiple pathways and nurturing programs to increase access to AIG services for at-potential learners from all student groups.

All professional development sessions are designed with a refinement component, such as collaborative planning, peer observation, coaching, or data analysis, to ensure that educators have meaningful opportunities to reflect on, apply, and improve their practice over time.

* Ideas for Strengthening the Standard

Professional development for secondary teachers
Professional development for character education and talent scouting
AIG Certification Course
Links to BCS Strategic Plan

Planned Sources of Evidence

* Professional Development Action Plans, agendas, notes	
* AIG Certification enrollment/completion	
* AP/Honors/CCP enrollment, completion, grade/score	
* AIG Lead PD agendas/notes	
* Talent Development Professional Development agendas/notes	
* Differentiation Professional Development agendas/goals	

Documents		
Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

Standard 5: Partnerships	
Brunswick County Schools (100) 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.	BCS AIG/Advanced Studies actively cultivates meaningful two-way partnerships with parents and guardians to support the academic, intellectual, and personal development of AIG and advanced learners. These partnerships are built on open communication, shared decision-making, and mutual commitment to student success. One key structure for this collaboration is the Differentiated Education Plan (DEP) Annual Review, where families meet with teachers and school-based AIG staff to discuss student strengths, appropriate services, and learning goals. These meetings provide a platform for both parents and educators to ask questions, share concerns, and make joint decisions about the student's educational experience, including their personal growth and well-being. Additionally, parents and guardians contribute to the AIG Advisory Committee, which plays a central role in developing, reviewing, and refining the AIG Plan. Through this committee, families provide feedback, raise questions, and engage in strategic conversations with school and district AIG leadership to ensure programming aligns with the needs of students and the broader AIG community. Each school also has a Parent Advisory Council (PAC), providing a platform for two-way communication where parents and guardians may share ideas, concerns, and questions regarding educational programming and opportunities at the school. Representatives from each school's PAC participate in the district level PAC, allowing for additional communication at the district level. Across all levels, BCS AIG/Advanced Studies values parents and guardians as essential partners in supporting the whole child—academically, intellectually, and in their personal and interpersonal growth.
* 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 AIG/Advanced Studies partners with community stakeholders and maintains a database of community leaders, professionals, university professors, entrepreneurs, fine and performing artists, and parent volunteers to promote opportunities for mentors, internships, enrichment activities, and other opportunities for gifted students to enhance and support the local AIG program and services through three avenues: IHE, business and industry, and cultural arts. IHE: BCS AIG/Advanced Studies networks with IHE (Institutions of Higher Education) including Brunswick Community College, the University of North Carolina Wilmington, and other state, regional, and national colleges/universities to identify programming and services that will provide enriched, extended, and

accelerated learning opportunities for gifted and advanced learners. Additionally, BCS AIG shares resources from the IHE about workshops, conferences, classes, webinars, and other opportunities with AIG/Advanced Studies teachers, gifted students and their parents/guardians, and other stakeholders through email, the BCS AIG/Advanced Studies webpage, and the BCS AIG Secondary Students LMS, to support and enhance gifted programs and services. BCS AIG/Advanced Studies partners with Brunswick Community College to support College and Career Promise (CCP) dual enrollment in high school and college courses as an opportunity for students in grades 9-12 to extend and accelerate their learning, with the potential for earning college credits. Additionally, BCS AIG/Advanced Studies partners with the NC AP Partnership to provide BCS teachers with options for scholarships, mentoring, professional development, and other opportunities to serve students in AP coursework at the high school level. BCS AIG/Advanced Studies collaborates with AIG Directors and Coordinators in the Southeast Region to develop and present workshops, professional development, and other events for teachers of gifted and advanced learners, led by IHE professors, experts on gifted education, and other experts from the business and industry sector. Business & Industry: BCS AIG/Advanced Studies collaborates with Career and Technical Education (CTE) programs within the district as a vehicle for developing business and industry partnerships at the secondary level (6-12). The partnerships provide programs and opportunities for gifted learners include tutoring, internships, mentorships, job shadowing, guest speakers or presenters, and field trips. At the elementary level (K-5), AIG Lead Teachers work with school administrators and other teachers to locate volunteers from business and industry to facilitate enrichment, extension, and acceleration opportunities for students in the K-3 Nurturing and Talent Development Programs, students who demonstrate the potential for giftedness, and students in AIG classes. BCS AIG/Advanced Studies invites business and industry representatives to serve as judges at various district academic programs and coaches/mentors for academic organizations and competitions such as NC Science Olympiad, BCS STEM Council, Teen Scene, ROCAME, and Robotics. Cultural Arts: BCS AIG/Advanced Studies collaborates with local organizations and venues to highlight the cultural arts. Through the Odell Williamson Auditorium and the Brunswick Arts Council, BCS AIG/Advanced Studies provides enrichment and extension opportunities for gifted learners. Additionally, Brunswick Arts Council members and other community leaders serve as judges and sponsors at various district academic/cultural arts programs, including the annual Williamson Oratorical Scholarship Competition for high school seniors. Representatives of Cape Fear Voices partner with middle and high school teachers to provide guided instruction in and support for creative writing and print and broadcast journalism.	* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.
BCS AIG/Advanced Studies actively solicits participation from stakeholders from various backgrounds and experiences, representing each of the schools in the district, for the BCS AIG Strategic Task Force. The Task Force is composed of teachers and other school personnel (administrators, counselors, student support, etc.), parents/guardians, community members, and AIG students reflecting the perspectives of BCS schools and communities across all regions of the district. Members of the Task Force provide feedback on the current AIG Plan during the Plan revision process, support the implementation of the Plan once it has been approved, and monitor the Plan's implementation during the three-year Plan cycle. During the Plan revision process, AIG Task Force members will meet regularly, to provide feedback on current practices and make recommendations for changes to the Plan in order to better serve gifted and advanced learners in BCS schools. Once the Plan has been approved, the Task Force will meet regularly to monitor the Plan's implementation. Additionally, Task Force members will act as advocates for BCS AIG students and will support the continuous improvement of programming and services for gifted and advanced learners in BCS. BCS AIG Task Force meetings follow a planned agenda, and the presentation is shared with all stakeholders in attendance.	* 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.	BCS AIG/Advanced Studies ensures effective communication with students, parents/guardians, and the community about the Local AIG Plan, program services, policies, and ways to access advanced learning opportunities. We maintain a dedicated AIG webpage with links to the AIG Plan, services, FAQs, and resources. AIG Lead Teachers share information through school-specific websites, LMS courses, and by hosting annual Differentiated Education Plan (DEP) reviews and open houses. Information is also distributed through emails, newsletters, automated calls, and digital platforms to ensure broad access. BCS AIG/Advanced Studies collaborates with the BCS Public Information Officer and school-level personnel to communicate with stakeholders through emails, newsletters, infographics, a program “one-pager”, and district and school level automated calls to inform parents of events and opportunities for gifted students. To support language needs, BCS works with the Migrant and ESL Coordinator to translate AIG materials into Spanish and provide interpreters for meetings. Further support is provided through collaboration between ESL specialists and classroom teachers as they plan and implement advanced learning opportunities for all students, including language learners. . High school counselors collaborate with AIG/Advanced Studies to provide gifted students and their families with information on course selection, scholarships, college planning, and extracurricular opportunities, including competitions and AP coursework. Ongoing communication is ensured through multiple methods: print, digital, phone calls, and LMS courses, addressing the varied needs of our community.						
* Ideas for Strengthening the Standard Parent Collaboration efforts Canvas courses to communicate AIG Task Force Regular deployment/review of stakeholder surveys Aligned district/school websites Departmental collaboration	Planned Sources of Evidence <table> <tr> <td data-bbox="1203 867 1287 2022">* AIG district/school websites</td><td data-bbox="1203 67 1287 867"></td></tr> <tr> <td data-bbox="1300 867 1385 2022">* Parent information presentations</td><td data-bbox="1300 67 1385 867"></td></tr> <tr> <td data-bbox="1393 867 1461 2022">* Stakeholder Survey data</td><td data-bbox="1393 67 1461 867"></td></tr> </table>	* AIG district/school websites		* Parent information presentations		* Stakeholder Survey data	
* AIG district/school websites							
* Parent information presentations							
* Stakeholder Survey data							

* AP/Honors/CCP enrollment/grades/completion		
* Task Force membership & minutes		
* Collaborative team meeting notes		
* Differentiated Education Plan		
Type	Documents Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability	
Brunswick County Schools (100) 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 AIG/Advanced Studies facilitates a comprehensive evaluation of the local AIG program to ensure the development and revision of the AIG Plan every three years, in alignment with state legislation and SBE policy (N.C.G.S. 115C-150.5-8 {Article 9b}). This process incorporates feedback from K-12 families, educators, and students, as well as observational notes collected throughout the three-year AIG Plan implementation cycle. During the final year of the cycle, the department conducts the NCDPI Self-Assessment to establish the program's current reality.	
A variety of data sources guide the comprehensive evaluation process, including progress on implementation plans for AIG and Advanced Studies initiatives, AIG student demographics, enrollment in advanced coursework, and student participation in AIG services and specialized programs like NCSSM and Governor's School. Stakeholder feedback is collected through surveys, monthly and quarterly meetings with AIG Leads and Counselors, high school Advanced Academics Committee sessions, and the AIG Task Force's review of current practices. Additional data includes teacher professional development participation, such as the BCS AIG local endorsement course, AP Summer Institute, and AP Mentoring, as well as AIG student achievement on local, state, and national assessments, student growth measured by EVAAS, and AIG services documentation.	
In collaboration with the AIG Task Force and departments like EC, ESL, and Curriculum and Instruction, the department develops a timeline and revises the AIG Plan. Drafts of the plan standards are shared with NCDPI AIG representatives for feedback and guidance. Once the plan is finalized and uploaded to the NC CCIP program, the team prepares an executive summary and submits it to the BCS Board of Education (BOE) for local approval. After receiving BOE approval, BCS AIG/Advanced Studies submits the plan to the State Board of Education (SBE) and NCDPI for review and comment.	
* 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.	
BCS AIG/Advanced Studies oversees and monitors the implementation and progress of the BCS AIG program and Plan to ensure fidelity to current legislation and state policies. Implementation of the AIG Plan and related policies and legislation is enabled through multiple collaborative structures of BCS stakeholders.	
BCS AIG/Advanced Studies Leads	
Attend all NCDPI AIG training and professional development to ensure that BCS AIG Plan and programs meet state policies and legislation, and they disseminate this information to appropriate stakeholders.	

▪ Review AIG identification and course membership, assignment, and enrollment for compliance with the BCS AIG Plan and related legislation and policy, such as Headcount and Advanced Math legislation. This data is disaggregated and shared with stakeholders annually. ▪ Develop implementation plans to outline processes for current and new initiatives as outlined in the BCS AIG Plan and include measurable objectives, persons responsible, and benchmark dates for evaluation. These plans are reviewed and updated quarterly to ensure fidelity. ▪ Design and implement intentional professional development opportunities that are aligned with the BCS AIG Plan, teacher needs, and district/state initiatives. Each professional development program includes a concluding survey for participants, and AIG and Advanced Studies District Leads review this data to continually improve district offerings. ▪ Collaborate with district leaders to ensure the most qualified teachers are working with AIG and advanced students, each student is receiving services detailed in their DEP, and each student is receiving appropriately differentiated curriculum and instruction. ▪ Provide support to school-based AIG Lead Teachers and Counselors, especially during the onboarding process, through monthly Leadership Forums, quarterly meetings, and one-on-one support. ▪ Systematically report program progress and fidelity of program components to the AIG staff, Instructional Teams, Central Services administrators, school administrators, and the AIG Task Force annually, or as needed. Additionally, this information is shared as appropriate via the BCS AIG website and each school's website or AIG Lead Teacher's website.	AIG Lead Teachers and Counselors ▪ Disseminate information from AIG and Advanced Studies District Leads to teachers, students, and families. ▪ Compile membership, assignment, and enrollment data for submission to AIG and Advanced Studies District Leads. ▪ Participate in collaborative development of implementation plans and adhere to procedures outlined in these plans. ▪ Participate in all assigned professional development, deliver professional development at their school, and communicate professional development opportunities to staff. ▪ Ensure each student in their school is assigned to the appropriate setting and receives appropriate services. School Administration ▪ Collaborate with school and district Leads to assign AIG students to advanced courses that meet the individualized needs of each student. ▪ Assign highly qualified teachers to teach AIG classes and work with AIG students. ▪ Nominate teachers for professional development opportunities, such as AP Summer Institute and AIG Certification. ▪ Monitor and support the work of AIG Lead Teachers and Counselors. AIG and Advanced Studies Teachers ▪ Maintain and pursue all relevant certifications and participate in professional development associated with their role and the needs of AIG students. ▪ Develop and implement differentiated curriculum and instruction that meets AIG students' academic and SEL needs. ▪ Participate in student DEP meetings and contribute to goal setting for each AIG student.
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AIG Task Force Review relevant data and implementation plans to support and guide the implementation of the BCS AIG Plan.	* 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 BCS AIG/Advanced Studies budget is developed to align with AIG program goals and stakeholder needs. Each year, the AIG and Advanced Studies District Leads work with the Deputy Superintendent to prepare and submit a budget to the Chief Finance Officer. BCS AIG/Advanced Studies Leads are responsible for arranging and documenting all purchases, and they also review the AIG budget monthly. The majority of the AIG Budget supports salaries and benefits for AIG Leads or teachers of AIG students at middle and elementary schools. K-8 AIG Lead Teachers earn a yearly \$500 supplement. The remainder of the AIG Budget supports programming, staff development, and resources for AIG students and teachers of AIG students. BCS AIG/Advanced Studies Leads collaborate with other departments to ensure that the AIG Budget and other available resources are maximized for AIG students. BCS AIG/Advanced Studies will advocate for and seek other funding sources such as grants to support services for gifted students and teachers of gifted students.
* 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. BCS AIG/Advanced Studies gathers and analyzes a variety of data, such as demographic, achievement, growth, NC School Report Card, CCP enrollment and completion, EVAAS teacher reports, Honors and AP enrollment and completion, and participation in special programs like internships, mentorships, and scholarships. BCS AIG/Advanced Studies also collaborates with Student Services to review data about AIG students who drop out of school in order to identify which AIG students may drop out and why, working to develop supports that encourage those students to graduate on time. BCS AIG/Advanced Studies works within various collaborative structures and with several departments, such as ESL, Title 1, CTE, Curriculum and Instruction, and Student Services, to identify trends and patterns within this data. This process allows Leads, Teachers, and other departments serving AIG students to make informed decisions about the appropriateness of programming, services, and instruction for AIG students. Further, the process of data analysis provides opportunities for multiple stakeholders to identify roadblocks to access and excellence within the program and design steps to remove those roadblocks. BCS AIG/Advanced Studies also works with AIG Lead Teachers and Counselors to collect and analyze data about AIG students who may need further support. Through the collection of absentee, class failure, and behavior data, the department can help school personnel intervene to support at-risk AIG students through the AIG Student Success Plan and the MTSS model.	* 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. BCS AIG/Advanced Studies maintains and analyzes multiple data sources related to referral, identification, services, and retention to ensure that no student's racial, ethnic, economic, language, or exceptional status reduces their likelihood of accessing or benefiting from gifted education services.

Referral and identification processes include universal screening for all 3rd graders and subgroup analysis of EOG, EOC, ACT, and classroom data to identify the top 15% of students. Additional pathways such as performance tasks and portfolio reviews provide alternative methods for students to demonstrate potential. The district reviews identification trend data to identify and address disproportionality at the school level. To support service and retention, schools review ongoing achievement, attendance, and behavioral data. AIG Leads collaborate with EC and ESL staff to ensure accommodations and modifications are in place to support continued participation. BCS AIG/Advanced Studies implements intentional services for a range of varied student needs. Elementary and middle schools regularly review achievement data to tailor intervention or enrichment block time to meet student needs. At all levels, AIG Leads and ESL and/or EC specialists collaborate to develop personalized programming to ensure that exceptionalities and language differences do not reduce participation in gifted education. District Leads, Student Services, and AP Leadership Teams collect GPA and testing data to remove additional barriers to participation in advanced coursework. This data is used to identify students to invite to enroll in Honors and Advanced Placement courses at each high school. High school students and their families are provided with family guides and experiences to dispel myths about advanced coursework and provide information about AP coursework to encourage students and families to make informed decisions to match available courses with student post-high school planning. Finally, BCS AIG/Advanced Studies collects and analyzes behavior, attendance, and class failure data to respond quickly to the needs of AIG students through the implementation of Student Success Plans and the MTSS model Once students access AIG and advanced coursework, data analysis teams examine trends to plan and implement lessons that are differentiated to support the needs of the students in AIG and advanced courses. Teachers use cluster grouping, small group instruction, acceleration, enrichment, and extension to limit barriers to participation and success in the AIG/advanced studies setting.	* 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. BCS Human Resources maintains records of teachers who have earned NC licensure in AIG, and BCS Professional Development maintains records of locally endorsed AIG teachers. BCS AIG/Advanced Studies communicates completion of the local certification program to the Professional Development department, the teacher's Principal, and the Deputy Superintendent. BCS AIG/Advanced Studies also collects and reviews EVAAS and AP data to ensure that appropriate teachers are working with BCS's highest-ability learners. BCS AIG/Advanced Studies collaborates with School Administrators to ensure that credentialed and effective teachers are teaching AIG and advanced learners. * 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. BCS AIG/Advanced Studies elicits regular feedback from parents/guardians, families, teachers, and other stakeholders through NCDPI-developed and locally-developed electronic surveys. The survey data is collected online through Google Forms, and the focus of the surveys is the ongoing implementation and continuous improvement of the local AIG program. In order to ensure that middle and high school students have access to the surveys, BCS AIG/Advanced Studies will utilize a student-facing LMS course shell that will alert students via email when surveys are available. Survey feedback is collected annually in the Spring, and links to all of the surveys are available through the AIG/Advanced Studies website, school AIG websites, school weekly update emails, and school Leads' LMS course, Google Classrooms, and Class Dojo. Once the data collection window is complete, District Leads organize the data into spreadsheets and share the data with School AIG Leads, Administrators, Directors, and the Deputy Superintendent. This data is used to measure stakeholder perception of the ongoing implementation and continuous improvement of the BCS AIG program, and it is considered when creating, implementing, monitoring, and revising initiatives within the AIG Plan.
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*** Practice H**

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

AIG/Advanced Studies Leads regularly share data and progress toward AIG Plan initiatives with the AIG Task Force, members of the Superintendent's Cabinet, and, when appropriate, the BOE (Board of Education). Additionally, AIG/Advanced Studies Leads conduct monthly monitoring meetings with the Deputy Superintendent, who disseminates information to the Elementary and Secondary Directors.

At the school level, AIG/Advanced Studies Leads share updated data and progress with AIG School Leads and Counselors during monthly Leadership Forums and Quarterly Meetings. AIG Lead Teachers are responsible for communicating district and school-level data during meetings with school teams, administrators, and families. Through these meetings, AIG Lead Teachers ensure that parents/guardians are informed of progress related to their child's gifted education, including performance data and the implementation of services outlined in the student's DEP (Differentiated Education Plan).

AIG Lead Teachers complete Monthly Checklists provided by the AIG District Lead to document and monitor meetings, DEPs, testing, programming, and differentiation at the school site. This ensures that programming is regularly reviewed and data is shared within the school community.

To ensure broader access to program evaluation data, AIG/Advanced Studies Leads share achievement data, participation rates, and information on the effectiveness of AIG services. This data will be presented in a user-friendly format to stakeholders that include parents, guardians, and the community. Families may also receive updates through school newsletters, emails, and during parent-teacher conferences, making it easier for them to track their child's progress in the AIG program.

Furthermore, school administrators and AIG Leads will host annual meetings for families of gifted students, where relevant program evaluation data will be shared, and families will have the opportunity to provide feedback on the program. This ensures ongoing collaboration with parents/guardians, teachers, and other stakeholders, promoting transparency and supporting continuous program improvement.

*** 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.

BCS AIG/Advanced Studies Leads safeguard the rights of all AIG students and their parents/guardians through established policies, procedures, and practices in compliance with the North Carolina Parents' Bill of Rights and applicable due process laws and regulations.

Identification and Placement: BCS AIG/Advanced Studies ensures the informed consent is obtained regarding identification and placement. An opt-out letter is sent to parent/guardians of 3rd graders before participation in the Universal Screener, allowing them to decide whether their student participates. Additionally, parent/guardians must sign a Permission to Test form before any additional AIG-related testing takes place. Once identification criteria are met, parents/guardians give consent to placement in the AIG program.

When a student transfers from another LEA and has been previously identified as AIG, BCS will review the student's records promptly. This includes reviewing any aptitude and achievement testing from the previous district, regardless of testing date. If the student's results do not meet BCS criteria, parental consent will be sought for further testing. Until the identification process is complete, the student will be placed in services that align as closely as possible to those received at the prior school.

Reassessment Procedures: For students who do not meet identification criteria, reassessment procedures are outlined. If substantial evidence of giftedness exists, opportunities for reassessment of aptitude and achievement may occur. Referral data is reviewed annually by the district coordinator and AIG Lead Teacher to ensure it accurately reflects the student's abilities. Due to test limitations, achievement testing such as the Iowa Assessment will be conducted only one per year for students in grade 3-12. The Cognitive Abilities Test (CogAT) may be given once per year, either in grades 3-5, 6-8, or 9-10.

Disagreements and Opt-Out Procedures: BCS AIG/Advanced Studies acknowledges that there may be disagreements regarding identification or placement. A written procedure for resolving disagreements is in place to ensure that families can address concerns with the AIG Lead or district coordinator. For example, parents/guardians may opt-out of placing their child in an advanced math setting if they have scored a Level 5 on the Math EOG, in accordance with the North Carolina Advanced Math Legislation (SL 2019-120; NCGS 115C-81.36).

Confidential Communication: AIG and advanced learner teachers are encouraged to maintain open communication with parents/guardians. All written communication is kept confidential, with emails marked FERPA in the subject line or sent via a secure email service (such as Virtru), ensuring compliance with privacy laws.

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- * Ideas for Strengthening the Standard**
- Aligned roles and responsibilities
 - Interdisciplinary collaboration
 - Consistent data analysis and sharing
 - Focus on access
 - Consistent feedback
 - Sharing data findings

Planned Sources of Evidence	
*	Demographics of referral, screening, services, and retention
*	Stakeholder Surveys
*	Updated Data Folders
*	Plan drafts
*	Task Force meeting notes
*	Headcounts
*	Advanced Math data

Brunswick County Schools (100) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/02/2025 

AIG Related Documents

Brunswick County Schools (100) 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	 AIG Plan Signature Sheet

Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	N/A
AIG Standard 2 Additional Resources	N/A
AIG Standard 3 Additional Resources	N/A
AIG Standard 4 Additional Resources	N/A
AIG Standard 5 Additional Resources	N/A
AIG Standard 6 Additional Resources	N/A

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Phrase		Definition	