

Overview: Mission/Vision Statement and Funding

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

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

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

\* Mission and/or Vision Statement(s)

Burke County Schools Vision for local AIG program: The program strives to be a model of exemplary education, inspiring gifted students to reach and exceed their academic and intellectual

potential. Students will be prepared for the challenges of the 21 Century while contributing to their global community as productive citizens.

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 658,729.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

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

District Response:

Referral Process:

A Teacher Referral (including EC, ESL/ELL teachers, guidance counselors, and AIG Specialists): Teachers may refer students based on the characteristics of the Bright Child/Gifted Child document (Szabos), PETS data collected in K-2 for Talent Development, school-based student performance reports, TRS (local Teacher Rating Scale) and/or a GRS (Gifted Rating Scale).

A Parent Referral:

Parents are invited to make referrals annually through a variety of communication tools (School Messenger, Remind, Class Dojo, website, and social media) from the school and district levels. Parents may refer their children for gifted testing during the year. Information and discussions are held with parents on characteristics of the Bright Child/Gifted Child document (Szabos); Parents have the option to nominate their child for gifted testing. Identification procedures are sent home and the teacher discusses the student's needs and pathway options with the parents.

The high school principal, assistant principal and/or guidance counselor may also review students records and test scores for Achievement levels at 93%+ on the NC End of Course Exams (EOC's) (Math I/English II) and Aptitude at

90%+ to be referred/placed into the gifted program.

The district will honor AIG identification from students transferring from out of county or out of state upon receipt of appropriate documentation for grades K-12.

#### K-2 Screening Process:

The AIG Program Specialist collaborates with K-2 teachers to determine students that require talent development services using mClass, STAR data, PETS assessments, etc. The AIG Program Specialist will provide PETS Lessons and other K-2 advanced curriculum (Beginning Word Roots, Developing Fractions Hands-On Equations, Lollipop Logic, Math Superstars, Building Thinking Skills, etc.) to support teachers and talent development for students placed on a list that is monitored regularly at the school level.

2nd grade students enter the screening pool for Achievement in Reading and/or Math based on their participation in the talent development program and/or school-based student performance reports.

2nd grade students enter the screening pool for Aptitude in Reading (Verbal) and/or Math (Total Nonverbal) based on the following test scores: a 88%+ on the BCPS 2nd grade countywide IQ sweep or previous aptitude scores.

#### 3-8 Screening Process:

The AIG Program Specialist, Gifted School Based Chairs, Teachers, Guidance Counselors and Principals review State Testing Data and County Wide Achievement/Aptitude Data for students in grades 3-8 to begin the screening process.

3-8 grade students enter the screening pool for Achievement in Reading and/or Math based on the following test scores: 90%+ on the previous year's NC End of Grade Exams (EOG's) or 3rd grade Beginning of Grade (BOG) Reading Test.

#### 9-12 Screening Process:

Rising 9th grade students enter the screening pool for Achievement in Reading and/or Math based on the following test scores: 90%+ on the previous year's NC End of Grade Exams (EOG's)

High schools offer open enrollment for advanced coursework making it possible for students that meet necessary requirements to participate in the following offerings: Honors, pre-AP, AP, NCSSM online, Credit Demonstrated by Mastery (CDM), Career and College Promise, Governor's School, etc.

**\* Practice B**

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

District Response:

I. BCPS Definitions of Gifted Students:

Academically Gifted (AG) - A student demonstrates superior subject knowledge in reading and math.

Intellectually Gifted (IG) - A student who has demonstrated high intellectual capacity but may not yet have demonstrated high academic performance.

Academically and Intellectually Gifted (AI) - A student is both academically and intellectually gifted.

Academically Gifted in Reading (AR)- A student demonstrates superior subject knowledge in the area of reading.

Academically Gifted in Math (AM) - A student demonstrates superior subject knowledge in the area of math.

II. BCPS Identification Criteria

BCPS recognizes student aptitude as an indicator of a student's potential to learn and student achievement as an indicator of student knowledge.

The district begins identifying students for Talent Development beginning in Kindergarten. The AIG Program Specialist collaborates with K-2 teachers to determine students that require talent development services using mClass, STAR data, PETS assessments, etc.

Identification of students begins in Kindergarten through eighth grade. The district will also accept teacher and parent requests based on previous exam scores for students in grades 9-12 at the high school level.

#### Talent Development Identification:

PETS lessons will be completed with all students the first 9 weeks of school to identify signs of giftedness in K-2 students. The AIG specialists will prepare 2 PETS lessons/assessments and master copies/games for each grade level to rotate through during the first nine weeks of school. Teachers will report students that are “flagged” through PETS assessment on a shared Google Sheet by the first week of November. Students listed are referred for testing with the SAGE assessment for verbal and nonverbal. Parent letters will be sent home for permission to evaluate (would you like your child to be considered for a nurturing group, some details about nurturing services in the classroom, etc.) Students that place according to the SAGE assessment are moved to an official Identified Nurturing list/school data wall and will be served in their K-2 classroom using enrichment resources and differentiated curriculum. Differentiation will be provided during their guided instruction to serve students in our talent development program.

Pathway I- Employs multiple criteria for student identification, including measures that reveal student aptitude (nationally normed test) and student achievement (nationally normed or state test such as NC EOG, BOG or EOC.)

Pathway II- Employs multiple criteria, including Teacher Rating Scale (the TRS provides information about each student in the following areas: Intellectual, Academic, Leadership, Social Emotional Intensity, Inquiry/Curiosity and Motivation), nationally normed aptitude test, nationally normed achievement test, state normed achievement test.

Pathway III- Employs multiple criteria, including nationally normed aptitude test, nationally normed achievement test, state normed achievement test, locally normed artifacts such as: information on students’ assessments, class participation, motivation, and grades.

III. The BCPS plan for nomination/identification of students for the gifted program requires that students qualify by meeting one of three pathways:

#### Pathway I:

Aptitude- 97%+ NPA (Total verbal for ELA or total nonverbal for math)

AND/OR

Academic Achievement - 97%+ (Total ELA or math on NC EOG or 3rd Grade Beginning of Grade Test - BOG)

Pathway II:

Multiple Criteria (2 out of 3)

1. Achievement- 93%-96% (IOWA/NC EOG/BOG - Total Reading or Total Math)
2. Aptitude- 90%-96% NPA (Total Verbal or Total Nonverbal)
3. Teacher Rating Scale- ELA/Math (22 or above)

Pathway III:

Multiple Criteria (4 out of 4) (Portfolio/Data Collection)

1. Standardized Test- 85% or above or top 10% (school based scales)
2. Benchmark Assessments- 88% or above on STAR Assessments for two consecutive benchmarks
3. Grades- A's within subject area(s) for two consecutive 9 nine week grading periods
4. Motivation Checklist- (36 or above)

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**\* Practice C**

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

## District Response:

### I. Identification Procedures Intentionally Respond to District's Demographics:

K-2 talent development checklists are used to monitor and ensure consistency when encouraging and seeking referrals on potential gifted students from under-represented populations. BCPS screens the top 10% of state assessments for grades 3-8 from each school to ensure that there is equitable distribution of our under-represented populations. The testing data is reviewed at the end of district testing sessions to ensure that all students are consistently and correctly placed into the AIG program.

Assessments used by the BCPS AIG Department are based on the 2012/2013 NC Governor's School and Duke TIP lists of approved assessments. Non-traditional assessments require a checklist to be completed before any non-traditional tests are administered or approved for private administration.

### II. Communication:

Prior to the nomination process, teachers and parents review the Bright Child/Gifted Child document. Teachers are provided electronic and hard copy formats of this document. The School Based Chairperson and AIG Specialists review and discuss the characteristics of under-represented populations with teachers. Information is provided to parents in their native language when possible, and interpreters are used at parent conferences to help explain the AIG testing process. The multiple pathways are discussed with parents following the screening process to ensure understanding of procedures.

Further communication within the school community- The teachers and AIG Program Specialists partner with the ELL teachers, EC teachers, and school guidance counselors to discuss students' needs in cognitive, academic, and social-emotional areas. Discussions are held in Professional Learning Communities (PLC) and data team meetings, as well as teacher conferences.

### III. Gifted Student Representation in sub-groups (based on Spring 2022 PowerSchool data):



AIG Student Population- 1,765

Ethnic Background:

Asian: 41 F (13.36%) /50 M (13.26%) = 91 students = 13.3%

Black: 21 F (9.59%) /12 M (4.56%) = 33 students = 6.85 %

Hispanic: 79 F (7.8%) /103 M (8.77%) = 182 students = 8.32%

American Indian: 0 F (0%) / 2 M (22.22) = 2 student = 11.76%

Pacific Islander: 1 F (8.33%)/ 0 M (0%) = 1 student = 4%

White: 684 F (19.69%) /685 M (19.04%) = 1369 students = 19.36%

Two or more: 40 F (11.46%) /47 M (12.34%) = 87 students = 11.92%

Gender: Females: 7.73% Males: 8.03%

Total Number of students in the BCPS who are identified with Dual Exceptionality: 4 F/11 M = 15 students = 1.15%

Total Number of students in the BCPS: 11,236

Total Number of students AIG Identified: 1,765

Percentage of AIG students: 15.76%

IV. Screening and Referral:

Professional development sessions, offered in the spring and fall for teachers seeking local training, provide training on the nomination, screening, and testing procedures for Grades 2-12. BCPS screens the top 10% of state assessments for grades three through eight from each school to ensure that there is equitable distribution of our under-represented populations. Primary Education Thinking Skills (PETS) training is offered to K-2 through workshops and

targeted professional development at the school level. The program specialists co-teach and/or model lessons for the teachers. Test data is reviewed to ensure students proper placement within the program and the classroom setting.

**\* Practice D**

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

District Response: BCPS has established the following practices to monitor consistency of screening, referral and identification processes across the district:

1. Ongoing sustained professional development- School Based Chairpersons (SBC) meetings are held three times a year to ensure teachers understand the screening, referral, and identification process. Questions are addressed and due dates/timelines are set. New School Based Chairpersons are supported by the AIG Program Specialists who guide and assist them with the process.
2. School Based Chairperson (SBC) Role- The SBC disseminates information to the faculty, collects information for the screening pool, and sends the paperwork to the AIG Department for review. The SBC maintains copies of AIG forms and screening pools. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.
3. Documentation- After initial review/training for implementation of procedures, the AIG Department visits schools to support the implementation process. The AIG Department establishes a district-wide deadline for calls and nominations. Copies of initial and final Screening Pools are kept digitally and are reviewed by the AIG Department before testing begins. Any concerns or discrepancies are identified and addressed before testing. Conferences with the principal and School Based Committee to address issues and/or concerns with the implementation of the process are initiated and conducted by the Director of Gifted Education. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.
4. AIG testing is scheduled by the AIG Department to ensure that testing is consistent across the county. The AIG Specialists receive training on test administration before each testing session and are the testing administrators for

testing. Students are identified who have modifications, accommodations, or a 504 plan so that proper protocol is followed during testing.

**\* Practice E**

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

District Response:

Communication of AIG Identification Procedures with all stakeholders in the district:

1. The School Based Chairperson (SBC) presents identification information at the opening faculty meeting and aids in clarifying the process to administration, teachers, and parents. Information is communicated electronically to stakeholders through the district's AIG website, the AIG Program Overview Brochure, and automated phone calls through SchoolMessenger, social media posts, Remind, and Class Dojo. All stakeholders also receive information at annual DEP meetings, curriculum night meetings, student transition nights held in fifth and eighth grade, school board meetings, open houses and local community board meetings and gatherings. The AIG Department has developed a PowerPoint presentation, videos and social media posts to share with stakeholders.
2. The results of student/parent/teacher/administrator surveys are used to determine any misconceptions of the identification process and guide the department in providing further clarification to stakeholders when needed.
3. The district provides the identification process in written form in native languages served in Burke County and in an auditory format for those who speak but do not read in their native language. Currently, all documents have been translated into Spanish. Interpreters for Spanish, Hmong or Hearing Impaired parents are present at parent meetings when needed.

4. Training- The director provides training at the district level principals meeting. Procedural guidelines are developed by the AIG department and presented to principals and teachers. The Advanced Learning Department meets with SBCs to provide district updates. SBC shares refresher information during faculty meetings.

**\* Practice F**

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

District Response:

I. Communication of the AIG Identification Process:

The "AIG Program Overview" brochure and the "Handbook on Parents' Rights" is available online and in print to students, parents, teachers, administrators, and other stakeholders. These documents give an overview of the program, including identification and service options. The district provides these documents in native languages served in Burke County. A "Parent Resource" tab is available on the BCPS AIG website to offer an explanation of the BCPS AIG Identification Process.

A Parent Referral:

Parents are invited to make referrals annually through a variety of communication tools (School Messenger, Remind, Class Dojo, website, and social media) from the school and district levels. Parents may refer their children for gifted testing during the year. Information and discussions are held with parents on characteristics of the Bright Child/Gifted Child document (Szabos); Parents have the option to nominate their child for gifted testing. Identification procedures are sent home and the teacher discusses the student's needs and pathway options with the parents. Parents sign a consent form for evaluation if the student meets screening criteria.

II. Students Folders

Student folder documentation includes:

- Log of contact (confidential)
- Any transfer, withdrawal, exit forms
- DEP's (most recent grade level on top)
- AIG 1 Form
- Identification Communication Materials
  - Parent Letter of Recommendation
  - Consideration Letter/Parent Nomination
  - Consent for Evaluation
  - Teacher Rating Scale/Motivation Checklist
  - Test Protocol/Report

Student folders are maintained annually by the SBC at each school. The fifth and eighth grade folders are transferred in June to their corresponding middle/high school during the end of the year SBC meeting.

### III. Students Documentation in Powerschool:

AIG folders are processed within the Advanced Learning Department. Students who are placed in the gifted program are given the appropriate identification in PowerSchool. SBC's are given co-teacher access in PowerSchool to see identification data for gifted students.

### **\* Ideas for Strengthening the Standard**

- A portfolio placement option to help under-represented populations

- Revise Pathway 3?
  - Top % of each school?
  - Nurturing Program?
  - Additional assessments to support placement (STAR, CheckIns, EOGs etc)
- 
- GRS changed to a teacher recommendation - only for parent noms - 8 targeted questions with comment section

List of students being nurtured for tracking

Nurturing packets- shared with homeroom teacher and parents, including Building Thinking Skills, Lollipop Logic

STEM Kits: Legos, Straw Builds, Origami, Maker Kits (recycled materials)

Math Superstar

Hands on Equations- Level 1 and Developing Fractions Kit

Beginning Word Roots

NCDPI Learning Labs

Lexia and Dreambox?? Or other leveled online programs we now have


Homeroom teachers discuss DEP's during parent/teacher conferences

Accessible from home through Loom video which is shared on our county website and separate AIG website. Does this mean involvement in an advisory board as well?

## Planned Sources of Evidence

- \* BCPS District , AIG, and school websites
- \* BCPS Gifted Education Program Overview Handout DEP Meetings, DEP meeting documentation of attendees, Presentation used to explain process, recorded Loom video explaining the DEP and services
- \* Parent information nights, open houses, curriculum nights, transition nights BCPS Summary of Student Eligibility and School Site Decision Form (AIG-1) K-2 PETS checklist and services

### Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Standard 1 Additional Resources</a>

Standard 2: Comprehensive Programming within a Total School Community

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**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

District Response:

I. AIG Program Specialists

The BCPS AIG Specialists support regular education teachers, gifted education teachers, EC teachers, ELL teachers, guidance counselors, instructional coaches and administrators to help meet the growing needs of the gifted students. Constant, consistent communication is key in this process.

Coaching: The program specialists communicate with classroom teachers through email, individual meetings and PLC's. Discussions are held on the student's cognitive, academic, and social emotional needs. The program specialists gather specific data or materials to help support the student in the classroom within their identified areas.

Examples are:



## Math

- Hands-On Equations
- Balanced Math
- Math Superstars
- STEM Challenges

## ELA

- Advanced Novels and aligned Canvas courses
- Word Roots
- Word Within a Word
- Socratic Seminars
- Junior Great Books
- Jacob's Ladder

## Both Math/ELA

- NCDPI Learning Labs
- Nurturing Packets
- PBL Units

-Differentiated Project Folders- Forms include topics, specific requirements, cited research, and a rubric.

-Interventions- Students who fall below a "C" average in their identified area are provided interventions. There is a form specific for this purpose, and a conference is called with the parent, teacher, and specialist. The specialist consults with the teacher and administration on appropriate interventions, including focusing on work habits and social emotional needs. The specialist may also consult with other professional staff, such as the guidance counselor, EC teacher, or ELL teacher.

Staff Development: The program specialists are involved in developing and delivering various programs to include the wide span of teachers and students needs.

Examples include:

-PETS workshops

-Hands-On Equations training

-Hexagonal Thinking

-AIG Local Endorsement

-Strategies for differentiation

-Junior Great Books

-Higher Order Thinking Questions

The Responsibilities of the AIG Specialists are to:

-Identify and address trends (positive and negative)

-Review and analyze TRS/Motivation forms

-Identify appropriate curriculum and instruction for various content and for students

-Meet and plan with Instructional Coaches

-Plan and teach advanced enriching science STEAM Lessons for all gifted students in grades 3-8, three times a year.

II. Descriptions of programs and services available for each grade level for gifted learners to provide a full continuum of services.

The BCPS AIG program students are supported in Kindergarten through twelfth grade and beyond. The AIG Department truly cares about each of the 1,800 students and their challenges and successes every day. DEPs are in the School Based Chairperson's classroom and can be accessed by teachers, administrators, guidance counselors. Parents can review their child's plan at any time during the school year.


The K-2 Teachers: Specific PETS training is conducted in the fall and spring for teacher support. Teachers discuss the lessons, share stories of students' success and discuss the social and emotional needs of gifted learners. The specialists work with teachers to identify the characteristics of non-traditional gifted learners (shy students, problem solvers, twice exceptional, etc.)

Grades 3-5: Once students are tested and enter into the gifted program, the DEP is created and teachers help differentiate for the students. Students are cluster grouped to ensure rigor and high expectations are taking place in the reading and math classes. Technology is often used to enhance the students' learning. One to one classrooms allow students to choose research topics of interest for advanced studies. Examples of various educational programs include, but are not limited to: Google Classroom, Quizlet, GimKit, Gizmo, Canvas, Advanced Novel Studies, Word Roots, and Hands-On Equations.

Grades 6-8: Administrators review the master schedule and discussions are held on the number of sections needed in higher reading and math classes. Teachers who are highly qualified in AIG and their subject matter will be teaching upper level students. Transition meetings are also held for students and parents as they move into middle school.

Grades 9-12: The four year DEP is put into action. Teachers, guidance counselors, and other instructional staff continually monitor student progress. Students are encouraged to pursue a rigorous curriculum which aligns with their post-secondary plans.

Students and parents are welcome to meet with the school at any time to request changes to the DEP.

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**\* Practice B**

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

District Response:

I. Collaboration with school personnel to develop students DEP to address social and emotional needs for gifted learners.

Time is provided at the schools and district level for collaboration. Most collaboration occurs at the individual schools based on need. Classroom teachers and AIG Program Specialists seek the advice of trained guidance counselors to assist with the social and emotional needs of the gifted learners. Evaluation of this collaboration has indicated some needs across the district, but most are driven by the student and school needs.

II. Comprehensive services to meet the social and emotional needs of students system wide:

Monthly system wide guidance counselor meetings are held. The social and emotional needs for the gifted learners are discussed for awareness and training purposes.

In the elementary and middle schools, the Second Step program is taught by the classroom teachers and school guidance counselors. The programs help AIG children to understand their emotions, reduce stress and anxiety, and make responsible decisions. In the high schools, students are highly encouraged to join clubs, focused academic groups, band, chorus, fine arts activities or volunteer their time at numerous community non-profit organizations.

AIG Specialists create and facilitate a Google Classroom with the goal of creating an open line of communication with students. The Google Classroom allows the AIG Specialists to build virtual connections while providing opportunities such as art activities, breakouts, surveys, check-ins, and quick feedback.

The BCPS AIG website includes a parent resource section that provides families with articles, websites, and activities that center around social emotional needs of AIG students, ex: perfectionism and asynchronous development.

A team of support staff attends DEP meetings to ensure a focus of teaching the whole child is presented to our Gifted Students. A holistic approach to teaching and growing the gifted learner is supported in BCPS. Teachers and parents are encouraged to talk with guidance counselors when an AIG student is in need of social and emotional support. Training, awareness and communication is key to offering support to students and their families.

**\* Practice C**

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

District Response:

I. BCPS AIG Program and Services Alignment to BCPS Strategic Plan

The BCPS Strategic Plan has a strong focus on Academic Opportunities for All. Burke County Public Schools' All-in Promise supports the growth of students, faculty/staff members, and the community by providing learning opportunities for all.

To ensure district consistency, BCPS AIG purchases materials district-wide. The High/Middle School Director and Elementary Director use teams of department chairs, instructional coaches and master teachers to review the resources and materials being used system wide to deliver the NCSCOS. The programs are reviewed by the AIG Program Specialists for differentiation and challenging work for the AIG students. The resources and supplemental materials that are available through the various textbooks and online resources are then matched to the students

specific needs and DEPs. Teachers rely on AIG Program Specialists to gather the resources when a student continually needs differentiation in the areas of reading and math.

Numerous professional conversations are held every year throughout the semesters between the classroom teachers and the AIG Program Specialists. Examples are, "I have a student who is finishing his/her work early. What materials can you pull together to help challenge this student or enhance their learning?" "I have a student who is extremely frustrated and shuts down when they get one problem wrong and can not move forward with their work. How can I help this child who is extremely bright and a perfectionist?" The BCPS AIG program is aligned to meet the needs of each individual AIG student. The Advanced Learning Department's goal is to meet the students where they are and help them to grow academically, socially, and emotionally.

The Advanced Learning Department continues to evaluate effectiveness of materials and designate materials for specific grade levels, subjects, and student interests as well as any cross-grade level content.

## II. The needs of AIG Learners in District Policy:

The following BCPS Board Policies include the Gifted Learner:

3000- Education Program

4000- Students

5000- Community Relationships

6000- Support Services

7000- Personnel

The AIG Department's goal is to communicate, collaborate and ensure that board policies that relate to AIG students and the overall program are effective and current practices.

### III. Curriculum Partnerships

The AIG Program Specialists and department continue to team with the other departments in BCPS to ensure services are totally integrated. Discussions are held with EC, ELL, Elementary, Middle and High School Directors to ensure students are receiving a total quality program. Discussions are often

held on the following topics in leadership team meetings: curriculum, resources, materials, testing modifications, tests to be administered in the system, differentiation, and staff development.

Monthly Joint Instructional Meetings (JIG) are held with all BCPS instructional coaches and directors. During these meetings, coaches and directors discuss ways to increase student learning, social/emotional well-being of students and staff, ways to collaborate between departments, and create district-wide professional development.

Many programs used in BCPS are modified for individual AIG students as well as online courses. Concept Based and Problem Based learning strategies are shared with all BCPS educators. The NCSCOS and CCSS require the implementation of document based activities.

The AIG Department evaluates the effectiveness of the above resources used with AIG students to determine which units are successful and determines focused concepts for each grade level.

This practice is in a constant state of change and has required the department to update knowledge and training. The instructional practices and tools listed above are used district-wide and are part of

the AIG program in an effort to be connected to the total program. Teachers and principals have expressed a need for local training on differentiation and concept mapping to support the curriculum practices for AIG students in the classroom. Some teachers have requested AIG Share Sessions to learn and gain additional ideas from other AIG teachers.

### IV. Program Goals:

Teachers, parents and administrators have specific conversations in each of the schools about the student's academic and social needs. Some students need classes that are not typically provided in the district. The director or specialists meet with parents and discuss the options for the students. The AIG Department is willing to go beyond the normal schedule and meet student's needs when they are ready for the challenge. For example: Discussions have included

online classes in seventh and eighth grade, Math I in the seventh or eighth grade. The course of action depends on the individual student's intellectual abilities and social, emotional needs.

**\* Practice D**

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

District Response:

I. Various Grouping Strategies (Duke Tip)

The Burke County gifted elementary students are cluster grouped into homerooms, and into reading and math classes taught by a certified AIG Classroom teacher. Students are then placed in flexible ability groups based on the students' strengths and needs. Teachers analyze EVAAS data, EOG's, NC Check-IN's, STAR Assessments, MClass data and grouping options, and Lexia levels to adjust groups as students grow throughout the school year. Teachers are also encouraged to use pre-tests to differentiate instruction and create flexible groups.

The BCPS gifted middle school students are placed in challenging reading and math classes, according to their DEP needs, taught by a certified AIG classroom teacher. Teachers are also encouraged to use pre-tests to differentiate instruction and create flexible groups. Students are given opportunities to participate in NCVPS based on individual needs for acceleration and enrichment. Teachers, parerents, guidance counselors, and administrators confer to determine best placement for NCVPS candidates.

High school AIG students are allowed to choose their academic pathway based on their interests, future goals and needs. These options are communicated to parents and students through the 9-12 DEP process and high school registration forms. Example choices are: Honors Classes, Advanced Placement Classes (AP), Burke Middle College, Career and College Promise, North Carolina School of Science and Math (NCSSM), online coursework, band, chorus, fine arts, Junior Reserve Officer Training Corps (JROTC)

Definitions:



Cluster Grouping- AIG students are placed together in homeroom classrooms. Flexible Ability Grouping- grouping is determined by pre-assessment data

Inclusion- Differentiation is provided for students in the regular classroom setting

Specialized Classes- AIG students are brought to STEAM Academy 3 times a year for field trips facilitated by the AIG Specialists. Students from different schools work together on a problem based unit of study the facilitators have created integrating Science, Technology, Engineering, Art, and Math.

## II. Facilitate Effective Instruction

The AIG Department provides provides professional development and training updates on the following:

- Data Analysis

- Research based instructional practices

- Grouping options for student growth

- EVAAS Data

- EOG's

- NC Check-In's

- Schoolnet in PS

### \* **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.

## District Response:

### I. Provide access to the local AIG program and other resources

The AIG Director attends administrators meetings and informs principals of any updates, answers questions, and accepts feedback about the program. SBCs present AIG information at faculty meetings or as necessary when new information is shared. The AIG Specialists support the classroom teachers with training, and research based information concerning the gifted student. AIG Specialists offer a comprehensive local endorsement via Canvas that covers topics like: history of AIG, characteristics and needs of the gifted learner, using technology with gifted students, differentiation/grouping strategies, etc.

The AIG Department communicates by using various electronic means; e-mail, automated phone calls with SchoolMessenger, BCPS AIG Website, Google Classroom, and BCPS Advanced Learning Facebook Page. Parents and teachers can access AIG resources that are used in the classroom by visiting the BCPS AIG Website under teacher resources. These include items such as electronic copies of advanced novels and online resources for Word Roots, Hands-On Equations, and Math Superstars.

#### BCPS AIG Website includes:

- Handbook (communicates expectations and procedures for SBCs; updated throughout the year as needed)
- AIG Overview (for parent and other stakeholder, available electronically and in print)
- AIG Program Overview Brochure
- DEP Folders
- DEP PowerPoint
- AIG Asynchronous PD Links
- AIG Booster Shots
- NCDPI Learning Labs

**\* Practice F**

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

District Response:

I. Ensure all teachers are aware of student identification and services

SBCs are given homeroom AIG PowerSchool rosters with listed identification areas to share with each AIG teacher. Teachers have access to AIG identification information in PowerSchool. SBCs also communicate specific needs or situations with homeroom teachers such as twice exceptional students.

The AIG ICs presents AIG information at administrator's meetings and School-Based Chairpersons (SBC) meetings prior to important transition times throughout the year. The SBCs present AIG information to the principals and at faculty meetings or as necessary when new information is shared. AIG Program Specialists assist with sharing information with schools, i.e. PLC meetings, individual teacher meetings, parent meetings.

II. School Transitions

At the end of each school year, there is an SBC transitional meeting. Prior to this meeting SBCs are instructed to complete an inventory of AIG folders, organize folder contents, and transition 2nd-4th and 6th-7th folders in an appropriate manner within their filing system. SBCs bring 5th and 8th grade folders to the meeting with a comprehensive list of students, areas, and notes by child. The list and folders are given to the rising middle/high school SBC. SBCs are given time to review and discuss folders and specific needs for incoming students.

Teachers, guidance counselors and program specialists meet to discuss students' specific DEP needs. To assist with the transition from middle school to high school, 8th grade students and parents are invited to the high school to attend a 9-12 DEP meeting. At this meeting, parents and students are informed of the advanced opportunities that are available at the high school level. The high school SBC presents information related to pre-AP, AP, and Honors level courses.

In addition, county wide open house meetings are held for students and parents at the middle schools and high schools. Parents are encouraged to talk with guidance counselors, teachers, principals and AIG personnel about classes and pathways for students during these events.

The AIG Department shares updates on webpages (district and school). AIG Program Specialists work with the teachers and instructional coaches at the schools to ensure a smooth transition. The program specialists are based in school feeder patterns so the AIG Program Specialists follow the students from elementary to middle to high school. The placement of the gifted specialists improves relationships with students, parents, teachers, and administrators. We can also track students' academic, social and emotional needs throughout the students' educational career in Burke County Public Schools.

**\* 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.

District Response:

I. Grade Level or Subject Acceleration Options

The process for acceleration follows the "Guidelines for Developing an Academic Acceleration Policy", November 2009, created by the Institute for Research and Policy on Acceleration (IRPA), National Association for Gifted Children (NAGC), and Council of State Directors of Programs for the Gifted (CSDPG). This document is available online: [www.nagc.org](http://www.nagc.org) or [www.accelerationinstitute.org](http://www.accelerationinstitute.org).

BCPS incorporates an integrated acceleration system which takes the following into consideration: attendance, student size and coordination, behavior, achievement in school, cognitive ability, attitude towards challenges, work completion, grades, extracurricular involvement, student/family attitude towards acceleration. Based on the student's data and needs, a discussion is held by the director, principal, classroom teacher and parents to determine the best educational pathway that considers the "whole child".

All types of acceleration are based on demonstrated need with documentation of achievement results.

The AIG Department explores methods to accelerate such as :

-Content-Based Acceleration-to provide students with advanced content, skills, or understandings before the expected age or grade level

-Grade-Based Acceleration- to provide the opportunity for students to shorten the number of years a student spends in the K-12 system

This is done on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Examples- Whole Grade acceleration (Grade skipping), Early Entrance to school, grade telescoping.

## II. Acceleration Options:

Teachers are encouraged to pre-assess students on each new unit of instruction to allow for flexible grouping, compacted curriculum, acceleration, or enrichment. AIG Specialists help create pre-assessments using Schoolnet questions or NCSCOS as needed.

In elementary and middle schools, the following are examples of Internet based programs used to accelerate or compact the curriculum to meet students' specific needs in reading and math: Accelerated Math, Dreambox, Freckle, Lexia, Read Theory, NewsELA, and other online resources.

At the high school level the following options may be utilized:

### Credit Demonstrated by Mastery (CDM)

The BCPS follows the NCDPI state guidelines for Credit Demonstrated by Mastery protocol and process.

<http://cdm.ncdpi.wikispaces.net/Home>. The BCPS CDM forms are available on the AIG Website for students and parents to review the process. The FAQ's are available for parents. When a DEP is being reviewed for a student's needs, the CDM options are discussed and reviewed for possible high school credit.

### Local Internships

Community opportunities are in place for the AIG Student to participate in local business and industry internships, mentoring roles, and job shadowing. Examples include: Carolinas Medical Health Care System, local non-profit agencies and local musicians and artists.

### Distance Learning

Students can enroll in the following acceleration programs with prior approval: College and Career Promise (including opportunities for early graduation), online course work from schools across the nation (with prior approval), Apex and NCVPS, Project Lead the Way courses and classes from the North Carolina School of Science and Math.

### \* **Practice H**

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

### District Response:

#### I. Opportunities for ALL students

BCPS currently identifies and serves AIG students in grades 3-12, and provides a talent development program for all K-2 students. The talent development program includes PETS lessons that are given at least twice a year to every K-2 child, including under-represented populations. Primary Education Thinking Skills (PETS) provides instruction in divergent, convergent, visual/spatial, and evaluative skills. This instruction helps all students develop higher order thinking skills and provides a diagnostic tool for teachers to use when identifying gifted learners. Teachers collaborate and receive feedback from EC, ELL, Title I, universal screenings, MTSS Data. Data can be analyzed from various departments to provide support for all potential gifted students.

The AIG Department provides intentional talent development programming:

- to nurture the potential and increase the young (K-2) AIG Population
- to nurture the potential and increase the under-represented AIG Population
- to build knowledge and skills that may lead to future identification

- to provide guidance and support in students' development (K-12)
- to encourage enrollment in rigorous classes
- to address students' academic and intellectual abilities
- to provide assistance with weaknesses to develop coping/problem solving skills
- to provide guidance and support for students' social and emotional development K-12
- to help students find their path through intentional planning and advising in grades 6-12
- to assist students in grades 11 and 12 find internships through community and business partnerships

At the secondary level, students are provided with various opportunities for extracurricular learning, including mentoring/shadowing and internships with area businesses and industries.

The BCPS AIG Website includes advanced learning resources that are available to any student in the county. These resources include: PBL projects, Breakouts, online Word Roots and Hands-On Equations materials, access to digital advanced novels, etc.

**\* Practice I**

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

District Response:

I. Opportunities for AIG students in Extracurricular Activities

BCPS offers a variety of extra-curricular activities: Spelling Bee, MATH Counts, Science Fair, DAR Speech/Essay Competition, Duke Tip, Battle of the Books, Speech and Essay Contests, PLTW Morganton Art, Design, and Engineering (MADE) Competition, Elementary and Middle School MathCounts, Robotics, 3D Printing, Model UN, Quiz

Bowl, Band, Chorus, Chamber Singers, Wind and Jazz Ensemble, CTE Summer Camps, National Honor Society, athletics and over 25 clubs to choose from in the schools throughout the system.

The AIG Program Specialists facilitate the Elementary Robotics Competition in the spring to support added extra-curricular activities for AIG students in coding, App development, and robotics.

STEAM Enrichment - All gifted students in grades 3-8 travel to Western Piedmont Community College three times a year to participate in various STEAM Units created from the Science NCSCOS/NGSS and partnerships with the School of Science and Math. Past units include: Aerospace Engineering and Drones, AgTech Innovation, Chemistry, Oceanography, Mars Exploration, Nanotechnologies, Biomedical, and Neuroscience. Our units often involve partnerships with local community businesses. During these units, students and families are encouraged to visit the businesses after school hours to see displayed student work/products.

At the middle school and high school transition nights, the various clubs, athletics and classes set up booths and tables in a fair atmosphere to share their extra curricular programs with the rising students. Students are encouraged to socialize with their classmates while participating in an interest group.

At each DEP meeting, it is constantly stressed district-wide that AIG students can not be required to participate in specific academic competitions based on their AIG label. Students have a choice based on their skills and preferences. Each school identifies which programs are available at the school.

### **\* Ideas for Strengthening the Standard**

ELA

Advanced Novels

Word Roots

Word Within a Word

Reading Detective



Junior Great Books

Jacob's Ladder

Earth Day Project

Commonlit.org

Lexia

Project Based Learning Project- Ben Bache

Curriculum Compacting  
NCDPI Learning Labs

Math

Hands on Equations Level 1-3

Hands on Equations Fractions

Dreambox

Math Superstars

Project Based Learning Project- Ben Bache

Curriculum Compacting

NCDPI Learning Labs

Under "Coaching"- add the AIG Website, teacher resources tab


Under “Staff Development”- Choice Boards, Asynchronous learning PD, Hexagonal Thinking, STEM in Literacy, Genius Hour, Design Thinking, NCDPI Learning Labs

Look at adopting a portfolio that gathers many different artifacts for placement.

**Planned Sources of Evidence**

- \* List of resources available and used by teachers and specialists List of technology components used by teachers and specialists Teacher expectations list of curriculum and strategies
- \* Information from stakeholders: student, instructional support, parent/guardian surveys Websites: district and school
- \* DEPs- consistent service across district DEP meeting information for transition from K-2 to grades 3-5 to grades 6-8 and to grades

**Documents**

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <a href="#">AIG Standard 2 Additional Resources</a>

Standard 3: Differentiated Curriculum and Instruction

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**Standard 3: Differentiated Curriculum and Instruction**

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

**\* Practice A**

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

District Response:

All teachers who serve identified students are expected to successfully complete a 30 hour local training course and use the knowledge they have gleaned from the course to deliver appropriate, differentiated, research based strategies and curriculum. As part of the K-2 talent program, K-2 teachers implement the PETS program with all students throughout the year. Additionally, teachers at each grade level are provided with resources from the Gifted Education Specialists and have access to additional resources from the AIG website. Specialists are also available to model, co teach, and collaborate with teachers to deliver differentiated instruction for gifted students.

Teachers use the North Carolina Standard Course of Study (NCSCOS) as an entry point for differentiation. In adapting the NCSCOS to fit the needs of the advanced learner, teachers may take into account student learning styles, interests, and readiness.

Examples of opportunities provided by the district for acceleration:

-Self-paced Instruction (Elem./Middle/High)

-Subject (Elem.Middle)

-Curriculum compacting (Elem./Middle)

-Advanced Placement (High)

-Dual Enrollment Courses through Western Piedmont Community College (High)

-Burke Middle College (High)

-STEAM Academy, offering NCSSM Courses, Project Lead the Way

-Credit by Demonstrated Mastery (process governed by North Carolina Department of Public Instruction)

Examples of opportunities provided by the district for enrichment and extension: -STEAM Academy Field Trips sponsored by Gifted Education Department (Elem./Middle) -Independent Study Contracts (Elem./Middle)

-STEM Lab (Middle/High)

-Tiered Assignments (Elem./Middle)

-Problem Based Learning Opportunities- (Elem./Middle/High)

-Socratic Seminars (Elem./Middle/High)

-After School Academic Competitions/Clubs- (Elem./Middle/High)

Examples of Advanced Differentiation by Subject Area

Math

-Hands-On Equations

-Balanced Math

-Math Superstars

-STEM Challenges

ELA

-Advanced Novels and aligned Canvas courses

-Word Roots

-Word Within a Word

-Socratic Seminars

-Junior Great Books

-Jacob's Ladder

Both Math/ELA

-NCDPI Learning Labs

-Nurturing Packets

-PBL Units

Although students are identified in Reading, Math, or both content areas, opportunities for

acceleration, enrichment, and extension are provided across multiple content areas. For example, science concepts are incorporated in the elementary and middle school STEAM field trips hosted by the Gifted Education Department. Students at all grade levels may be involved in cross curricular projects throughout the year. Additionally, the high schools provide Honors and AP level courses such as AP American and World History, Honors Biology, AP Biology,

AP Psychology, AP Government and Politics, AP World Language Courses, Honors Visual Art, and AP Visual Art. Students may also take courses at Western Piedmont Community College in the College and Career Promise Program (CCP).

**\* Practice B**

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

District Response:

The AIG Specialists meet regularly with AIG teachers in their schools. They collaborate with the teachers concerning assessment data, resources, technology, and professional development opportunities. Materials are provided to assist teachers with differentiation for their students.

Gifted specialists provide consultative services at their assigned schools. The specialist meets regularly with administration, counselors, teachers, and other school staff to ascertain the unique and specific needs of the gifted student population. The specialist helps teachers analyze assessment data, shares evidence-based instructional strategies and provides resources tailored to meet the unique needs of the school and student population. The specialist is also available at the school level to provide targeted professional development. With the one to one technology initiative being implemented in the district, the specialist also collaborates with instructional technology facilitators to assist teachers in integrating technology with gifted students.

The district realizes that gifted students may require curriculum modification to reach their academic potential, as well as meet their cognitive and social emotional needs. As a result, the district endeavors to provide a wide variety of services that respond to students' identified abilities, readiness, interests, and learning styles.

At the elementary level, depending on the school and grade level, students may be cluster grouped or subject grouped for ELA and/or Math. Across-grade grouping is also utilized when appropriate.

At the middle school level, learning environment options for ELA and/or Math may include acceleration by subject, block grouping, cluster grouping, or cross grade grouping, and dual enrollment (through online courses).

At the high school level, students may be enrolled in courses at their home school, STEAM Academy, WPCC, or in distance learning courses. Burke Middle College is also an option for the junior/senior year.

Instructional strategies include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self paced learning, learning centers/stations, project based learning, seminars, and simulations. Resources listed by subject area can be found listed above in Standard 3, Practice A.

**\* Practice C**

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

District Response:

The district's one-to-one technology initiative at the elementary and middle school level has greatly enhanced the variety of resources being used in classrooms to augment curriculum and instruction.

Elementary Teachers in K-2: use data in the following areas to determine if/when differentiation is needed: pre-assessment, MClass , STAR Math, STAR Reading, Lexia.

Acceleration/Enrichment/Extension Opportunities:

AIG resources such as: Beginning Word Roots, NCDPI Learning Labs, PETS Lessons, Developing Hands-On Equations Fractions, Math Superstars, Lollipop Logic, etc. are used during small group math and reading instruction based on student need. Some online versions are available to be used at home for differentiated homework. Teachers have access to print resources from the district's AIG website.

Each school has a copy of PETS Book (K-2) and copies of the Building Thinking Skills series.

Elementary Teachers in grades 3-5: Use data in the following areas to determine if/when differentiation is needed: pre-assessments, STAR Math, STAR Reading, Lexia, district benchmark tests, and formative assessments.

Acceleration/Enrichment/Extension Opportunities:

AIG resources such as: Word Roots, Hands-On Equations, NCDPI Learning Labs, advanced novels, Canvas modules, Jacob's Ladder, PBL Units, Junior Great Books, etc. are used during small group math and reading instruction based on student need. Some online versions are available to be used at home for differentiated homework. Students also participate in STEAM field trips.

Teachers in grades 6-12: Use data in the following areas to determine if/when differentiation is needed: district benchmarks, pre-assessments, and formative assessments.

Acceleration/Enrichment/Extension Opportunities:

Curriculum Compacting, Subject Acceleration, online apps and computer software, advanced novel studies, Hands-On Equations, MLA research, Socratic Seminars, Paideia, online classes, independent study, problem/project based learning, online classes, NCDPI Math Wiki, Math STARS, Super Star Math, Problem Solving Cards, Project Lead the Way, STEM labs, enrichment time built into the school day, Career and College Promise, Burke Middle, online courses, online summer classes, CDM, educational field trips, college tours, internships, academic clubs and competitions, outside academic camps, online summer classes.

**\* Practice D**

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

District Response:

I. Integrate Opportunities to Develop Future Ready Skills

BCPS fosters the development of future ready learners content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking



and problem solving; high-level communication and collaboration; applied

information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

## II. Implementation Strategies

The AIG Department provides materials at the school level to support and foster the development of future ready content and skills. The AIG Specialists work with teachers to provide online activities for students. The specialists and teachers collaborate to provide real-world learning experiences for students such as virtual field trips and problem/project based learning activities.

AIG Specialists provide STEAM units built around real-world problems within our community. Specialists visit surrounding businesses to research and create units of instruction that reflect job opportunities while incorporating up and coming STEM careers in our area. STEAM units often include PBL activities which foster critical thinking, collaboration and communication skills.

The AIG Department received the Coding App Development and Robotics Grant from NCDPI. This grant allowed teachers and media coordinators to attend professional development focused on future ready technology skills. Students programmed Finch robots, used unplugged activities, online coding programs, and the robotics competition utilized a homemade app. The robots and information that came from this grant will be used for several years.

The district provides students the opportunity for extended learning beyond the classroom through accelerated classes at the STEAM Academy, Project Lead the Way (PLTW), CTE Summer Career Camp, and engineering camps. Educational field trips for advanced learners, academically gifted, and highly motivated students are provided.

Collaboration to develop intentional future ready professional development for students and teachers is provided. Technology examples include Google Classroom, online course work, PowerSchool data, Canvas, Quizlet, Gimkit, Lexia, Dreambox, SeeSaw, Khan Academy.

Some of the unique opportunities offered to students in Burke County include:

- Academic competitions including Battle of the Books, DAR Speech/Essay Competition, Robotics, Speech Contest, Science Fair, Math Counts, MADE Competition, Quiz Bowl, Science Olympiad, Model UN

-Partnership with NCSSM

-Partnership with Western Piedmont Community College

-Community service projects including Burke United Christian Ministries, Habitat for Humanity, Burke Arts Council, American Red Cross, UNC Health, Burke Hospice, Friends for Animals, United Way

-Numerous job shadowing options are available with local businesses including attorneys, doctors, nurses, musicians, artists, professors, engineers

Critical discussions are held during Paideia and Socratic Seminars, local book talks presented by Burke Literacy Council/Western Piedmont Community College/Community Foundation, planning and discussions in local student clubs and organizations, and at the STEAM Academy.

### \* **Practice E**

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

District Response:

Teachers use assessments to inform instructional practice. The use of pre- assessments is crucially important when a gifted student receives the majority of instruction in the regular classroom. Many gifted students have mastered at least a portion of the grade level curriculum before they enter that grade or are exposed to the content/skill. When a teacher uses pre-assessment and the student's scores demonstrate proficiency, acceleration or enrichment/extension activities are essential in supporting cognitive and academic growth. Gifted students also show "gaps" in learning that are discovered through pre-assessment. It is crucial these gaps are addressed as the student moves through the grades. Pre-assessments also support flexible grouping decisions and allow students with similar abilities to learn together.

During the year, teachers use teacher-made formative assessments and benchmark tests developed by instructional coaches that mimic end-of-grade and end-of-course testing, and informal observation to gauge student progress. This ongoing assessment of student work enables teachers to monitor student understanding and achievement.

Program specialists have received training in the following areas to interpret AIG student data: EVAAS, PowerSchool, Schoolnet, Canvas, Benchmarks, Pre and Post Assessments, Self Assessments. When the specialists visit schools they are able to collaborate with administrators, classroom teachers, counselors, and others to analyze the data and plan next steps in instruction.

**\* Practice F**

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

**District Response:**

The district recognizes gifted learners have unique social and emotional needs. For example, gifted students often exhibit asynchronous development, which may lead to difficulty in the student identifying and relating to peers of the same age. If these issues are not addressed at the school level, students may adopt unhealthy behaviors such as perfectionism, self-criticism, poor self concept, and display antisocial behaviors. Conversely, when social emotional and affective needs are addressed gifted students learn coping strategies that promote success in fulfilling their potential. The AIG Department is responsible for providing support for students, teachers, and families to meet the effective needs of gifted learners.

Knowing that gifted students need the opportunity to interact with their peers, the Advanced Learning Department advocates for cluster and subject grouping in the elementary and middle school setting. Field trips to STEAM Academy also provide the opportunity for gifted students to engage in challenging activities with other gifted students from different schools. CTE Summer Career Camp is another way for gifted students in middle school to come together and explore topics they are interested in.

The AIG Program Specialists discuss social emotional needs of the gifted students in their classes. When concerns arise, the specialist counsels the teacher on ways to help students overcome their obstacles. The specialist also helps teachers plan instruction that will allow gifted students to grow in the affective domain (i.e., awareness and respect of others opinions, active participation, sensitivity towards individual and cultural differences, problem-solving skills,

ethical behavior, self-reliance, cooperation). The specialist and teacher may seek assistance from the school guidance counselor when further help is needed. The AIG Department posts articles and research reflecting current trends and issues in meeting the social-emotional needs of gifted learners on the AIG Website. The department also provides a lending library of resources for administrators, teachers, other instructional staff, and parents.

Programs in the elementary and middle schools teach social/emotional curriculum. At the elementary and middle school level, the classroom teachers teach lessons from the Second Step program. Students are given real world lessons, situations and scenarios to discuss and work through problems. Students develop executive functioning skills that enhance self-esteem, reduce stress and anxiety and manage anger.

The AIG Director advocates for the social-emotional needs of gifted students in several ways. At district leadership and principal meetings, the director discusses the affective characteristics of gifted students and how they may become a barrier to optimal learning. The director is available to discuss parent concerns and assist with helping parents schedule coursework that balances rigor while giving attention to the student's social emotional needs.

Preparing the gifted student for high school is a collaborative effort. The high school and middle school counselors, and eighth grade team, along with the student and family, work together to come up with a four-year plan of course work which will provide challenge and rigor and prepare the student for post-secondary education. High school counselors are familiar with the challenges and concerns of gifted students. They may meet with students to provide both emotional and academic counseling as students navigate high school and prepare for post-secondary education.

**\* Practice G**

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

**District Response:**

The district provides comprehensive nurturing services for all students in K-2. A primary component of this program is PETS. (Primary Education Thinking Skills). The PETS program provides lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation. These lessons align with the higher levels of Bloom's Taxonomy. All K-2 students are involved with the lessons. The program serves to enrich the regular curriculum and as a diagnostic tool for teachers to identify talented learners, to explore the students' potential, especially in the under-represented

populations. The AIG Department has purchased a book at each grade level (K-2) for each school. Professional development is provided to new teachers by the gifted specialists at the school level. Additionally, specialists have modeled lessons for each K-2 teacher. Another series of books purchased by the AIG Department and distributed to grade levels at each school is "Building Thinking Skills". These books provide verbal and non-verbal reasoning activities to improve students' vocabulary, reading, writing, math, logic, and figural-spatial skills, as well as their visual and auditory processing.

The K-2 teachers use assessment data from MClass, STAR, K-2 Math Assessments, PETS, Lexia, and Dreambox to flexibly group students for reading and math instruction. Advanced learners have the opportunity to work together and accelerate. The gifted specialist collaborates with the regular education teacher to provide appropriate instructional resources for acceleration and enrichment/extension. With the advent of one to one technology in many elementary classrooms, the specialist also collaborates with instructional technology facilitators to provide appropriate technology resources for advanced learners. Across grade grouping is also utilized when appropriate.

Specialists also work with teachers to address social-emotional concerns such as students "acting out" due to boredom or not being able to finish or engage in challenging tasks due to perfectionism. The specialist uses his/her knowledge of social-emotional issues of the gifted to help facilitate interventions for the student to be successful in the regular classroom, both academically and socially.

3rd graders are able to be identified for gifted services and/or continue to receive talent development support within guided classroom instruction.

#### \* **Practice H**

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

District Response:

#### I. Communication

The AIG Director communicates with the Superintendent, Associate Superintendent, High/Middle School Director and Elementary School Director, EC Director, and other staff concerning differentiated curriculum and instruction. Ideas are

shared and discussed in the district leadership team meetings. Programs are discussed, vetted and reviewed to ensure quality programs are implemented to increase student growth. Administrators are trained and advocate for the AIG students' needs in their schools. School guidance counselors are well trained in the students' social and emotional needs. AIG Specialists are cross-trained to help provide schools with instructional strategies and support. Classroom teachers communicate with AIG students and parents. Parents are informed of their student's progress and needs.

## II. Collaboration

AIG Specialists meet with Instructional Coaches to discuss the needs of the schools, the AIG students and the teachers. AIG Program Specialists meet with various PLCs throughout the semester. Program specialists provide materials, strategies and resources for classroom teachers based on planning sessions. Differentiated instructional strategies are shared with the teachers to ensure AIG students are stretching and growing. Examples are: Virtual Tours, Thematic Units, STEAM Activities, PLTW, Project Based Learning, Personalized Instruction, Interviews, College and Career Discussions, and Leadership Opportunities. Apps and online resources are researched and provided for the teachers and students. Additional training is provided for teachers based on the teacher's needs and experiences.

The district's goal is for stakeholders to have knowledge and understanding of the BCPS AIG plan. The following meetings are a form of communication to heighten the awareness of AIG students: -District leadership team

- School based leadership teams
- Professional Learning Communities
- Department meetings/grade level meetings
- Faculty meetings
- Professional development training sessions
- District School Based Chairpersons meetings

## III. Data Training

The AIG Director trains administrators on how to use various assessment reports to support the AIG students. Discussions/training are on: EVAAS, Schoolnet, Local Benchmarks, ACT, WorkKeys, Math III Rigor, and academic learning loss. Administrators and program specialists train the teachers on how to review the data. Curriculum and instructional strategies are adjusted based on the students' needs. Adjustments can be made to pacing guides, rigor, and pre/post assessments. Curriculum compacting, acceleration, and additional resources are provided for the student.

**\* Practice I**

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

**District Response:**

The AIG Director collaborates with the High School/Middle School and Elementary Directors to review the NCSCOS updates and current changes in curriculum and instruction. The following DEP templates are utilized: K-2 Talent Development Document, Grades 3-5 DEP, Grades 6-8 DEP, and Grades 9-12 DEP. The DEP templates and documents are reviewed annually and revised when necessary. The AIG Department communicates with the SBC and teachers at each school to support development of the talent development list and DEP for students to assist with questions and/or concerns.

**Parent Meeting to Review Students Data/Documentation:**

An annual DEP meeting is held at each school in the fall to review paperwork, discuss opportunities in the AIG program and any other current updates. If students are identified after the annual meeting during fall testing, the School Based Chairs will meet with parents individually to create the students DEP. DEP meetings for rising 9th graders are held in the Spring during the high school transition meetings at each high school. Intervention meetings are held between teachers, and parents at the school level when an AIG student is falling below the grade of a C in their identified area.

Service options on K-8 forms include: learning environment, instructional management/delivery, curriculum/academic interventions, and special programming available. At the elementary and middle school level, DEPs are developed at the beginning of each year. The placement decisions are based on the student's needs related to the specific criteria for each service option. Special enrichment programs are self-selected by the student. The AIG Specialist and AIG teachers hold an information meeting with parents and the DEP is signed. The AIG Department has developed a presentation to share with parents and other stakeholders at the DEP meeting. Individual conferences are also held upon parent or teacher request. A conference may also be necessary if a student falls below a "C" average or is having trouble with work habits or social/emotional issues. When this situation occurs, the teacher, parent, and specialist work together on an intervention form. The guidance counselor may also be called upon for help.

The high school DEP integrates the four-year plan of coursework. Service options on 9-12 forms include learning environment, content modification (advance level courses) and special programming available. The DEP for high school is developed at the end of eighth grade. Placement decisions are based on the student's needs related to specific criteria for each service option. The student, parent, and teacher work together to create a four-year plan. Special enrichment programs are self-selected by the student. The DEP meeting is held at the high school in the Spring. High school counselors and AIG teachers speak to families about the course offerings. The Gifted Education Specialist is also present at the meeting to answer any questions/concerns. Although the High School DEP integrates the four-year plan of coursework, the form is considered flexible and may be amended as needed.

The identification process is also posted on school and district websites and presented at annual DEP Meetings. A DEP meeting is also held with parents when students are identified during the fall testing cycle.

The DEP for high school is developed in the Spring of the eighth grade year, and a transition meeting is held at the high school.

Meetings with parents are held after identification before the next school year. DEP meetings for rising 9th graders are held in the Spring.

Differentiated Education Plans (DEP) for Individual Students:

With the exception of the high school DEP written at the end of the eighth grade year, new DEPs are written at the beginning of the school year or at the beginning of student placement, if the student places into the program later in



the school year or transfers from another system. Gifted Education Specialists hold meetings at each elementary and middle school in the fall.

Annual Review of DEP by Teachers, Parents, Students:

The DEP's can be reviewed at any time during the school year by teachers and parents. Changes can be made to the DEP if necessary. Once a student has been admitted to the AIG Program, only the parent may elect to exit the child from the program. If a student encounters difficulties, interventions are put in place to help the student improve.

### **\* Ideas for Strengthening the Standard**

Students identified as advanced in mathematics will receive instruction involving the following materials/programs. (\* = Teachers can choose to use a ready-made teacher monitored Google Classroom with videos and student help desks, or provide small group in person instruction.)

K-2: Math Superstars\*, Hands on Equations- Developing Fractions\*, Dreambox, Building Thinking Skills

3-5: Math Superstars\*, Hands on Equations (Level 1-3, and Fractions)\*, Dreambox, Building Thinking Skills

Students identified as advanced in English/Language Arts will receive instruction involving the following materials/programs. (\* = Canvas course available)

K-2: Beginning Word Roots, Lexia, Building Thinking Skills

3-5: Word Roots Levels A-C, Advanced Novel Studies\*, Lexia, Building Thinking Skills, Reading Detective, Jacob's Ladder, Junior Great Books

6-8: Word Within a Word, Advanced Novel Studies\*, Junior Great Books, Socratic Seminars



Could this be the way we track students who do well during PETS? Can we develop a nurturing DEP to track data?

Students who show high achievement on STAR, MClass, Lexia, Dreambox, and PETs are entered into a Google Sheet, shared with AIG Department to track student progression throughout K-2.

**Planned Sources of Evidence**

- \* AIG Teacher Resource List AIG Website Teacher participation in local AIG professional development opportunities
- \* Student participation in STEAM Academy trips Student enrollment and completion of upper level courses Classroom pre and post assessments
- \* Talent Development List Student DEPs and meetings

**Documents**

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	<ul style="list-style-type: none"> <li> <a href="#">AIG Standard 3 Additional Resources</a></li> <li> <a href="#">DEP sample</a></li> </ul>

Standard 4: Personnel and Professional Development

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**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.

District Response:

I. Leadership expectations of AIG Coordinators in BCPS

BCPS requires that the AIG Coordinators possess the following:

- Experience working with and supervising AIG teachers
- Experience supervising AIG program at the school level and at multi-levels
- Gifted Licensed Educator
- Teaching experience that includes gifted students
- Experience working with parents of AIG students
- Experience and knowledge of K-12 curriculum

- Knowledge of the operations of schools, schedules, timelines, and growing needs regarding AIG program at the school level
- Knowledge and training in the areas of research based instructional strategies for gifted learners: Differentiation, Curriculum Compacting, Cluster Grouping, Independent Study, Concept Based Teaching, Data Analysis- pre and post assessments
- Communicates well with teachers, students and parents
- Collaborates with other district leaders to strengthen student learning
- Participates in regional and statewide meetings-conference calls, training sessions, webinars, conferences
- Trains teachers and administrators on sections of the BCPS plan and AIG research based best practice strategies
- Seeks grant funding for technology/STEM resources for AIG students

The AIG Coordinator continues to: seek input from principals about their specific needs/issues pertaining to meeting their gifted students' needs; provide training for teachers and support during this process; seek feedback from stakeholders to address program needs at the school level; increase communication by utilizing technology available to the schools and through system-wide resources.

**\* Practice B**

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

District Response:

AIG Program Specialists Assignments

The department employs four specialists that are AIG State Certified:

Three of the specialists are assigned to elementary schools. One of the specialists serves middle schools in the district.

Elementary Specialists responsibilities include:

- Collaborating with elementary AIG teachers to develop curriculum units for and facilitate three field trips to STEAM Academy for gifted students in grades 3-5
- Develop and implement hands-on science lessons that engage students and support critical thinking
- Create partnerships with local businesses to expose students to STEM careers in our area
- Contributing resources to district's AIG website
- Reviewing/analyzing benchmark, and summative data (ongoing) for all current and prospective AIG students
- Assisting SBCs with required AIG paperwork and folder maintenance
- Sharing data with teachers and developing appropriate interventions when warranted
- Supporting the K-2 nurturing program, including providing teachers with online and print resources and helping to implement PETS program
- Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback on differentiation for gifted learners -Facilitating annual DEP reviews with AIG families
- Attending professional development conferences and workshops and sharing new information/resources with teachers
- Modeling and co-teaching lessons
- Aiding in the planning and presentation at SBC meetings

-Attending regular department meetings/sharing information with SBCs and teachers

-Testing prospective AIG students yearly

-Assisting the school's data manager in ensuring the the AIG roster in PowerSchool is accurate -Consulting and collaborating with other school personnel such as guidance counselors, ELL/EC teachers, instructional coaches, and instructional technology facilitators to further support teachers in delivering appropriate instruction to advanced learners and recognize and respond to the social/emotional needs of students

-Maintaining communication with administration of assigned schools

Middle School Specialists Responsibilities include:

-Collaborating with middle school AIG teachers to develop curriculum units for and facilitate three field trips to STEAM Academy for gifted students in Grades 6-8

-Develop and implement hands-on science lessons that engage students and support critical thinking

-Create partnerships with local businesses to expose students to STEM careers in our area

-Contributing resources to district's AIG website

-Reviewing/analyzing benchmark, and summative data (ongoing) for all current and prospective AIG students

-Assisting SBCs with required AIG paperwork and folder maintenance

-Sharing data with teachers and developing appropriate interventions when warranted

-Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students

-Working directly with classroom teachers to provide feedback on differentiation for gifted learners -Facilitating annual DEP reviews with AIG families, and assisting in the transition meetings conducted at the high schools

- Attending professional development conferences and workshops and sharing new information/resources with teachers
- Modeling and co-teaching lessons
- Aiding in the planning and presentation at SBC meetings
- Attending regular department meetings/sharing information with SBCs and teachers
- Testing prospective AIG students yearly
- Assisting the school's data manager in ensuring the AIG roster in PowerSchool is accurate
- Consulting and collaborating with other school personnel such as guidance counselors, ELL/EC teachers, instructional coaches, and instructional technology facilitators to further support teachers in delivering appropriate instruction to advanced learners and recognize and respond to the social/emotional needs of students
- Maintaining communication with administration of assigned schools

High School: The AIG coordinators work with the teachers, guidance counselors, assistant principals and principals. Conversations include: AP needs, college and career ready programs, students social and emotional needs, students schedules, future goals, DEP's, 504 Plans, testing, etc.

**\* 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.

District Response:

I. District Leadership

The Leadership Team will receive updates to the new AIG plan and how it aligns to the BCPS District Strategic Plan. The Joint Instructional Group (JIG) meets regularly to share departmental curriculum updates with district-wide instructional support staff.

## II. Administrators

The AIG Director provides professional development to administrators at leadership meetings, principal meetings held regularly, New Teacher Orientation, and Future Leaders Academies. Guidance counselors have access to resources on social-emotional needs of gifted students available for check-out through the Advanced Learning Department.

The AIG Director will communicate updates regarding the AIG plan to principals and counselors and coordinate training dates for instructional staff. MTSS teams are established at each school to meet about any student that needs additional support or intervention services. Related services are considered based on the needs of the student. AIG Specialists are available to attend MTSS meetings to advocate for AIG students as needed.

## III. Classroom Teachers

Training will be provided for all instructional staff on how to effectively implement the revised AIG plan. It will cover updated pathways that now include national, state, and local norming guidelines to help better identify under-represented populations, as well as new paperwork and procedures.

Classroom teachers who work with AIG students are expected to have at least 30 hours of training at the local level. The local training class is held once a year in the spring semester and led by AIG Program Specialists. The class is a blended learning environment. Teachers attend two face to face session sessions, one at the beginning and one at the end of the class. In between, teachers complete online modules with discussion threads.

Topics covered are:

- Historical Perspective

- Identifying Characteristics of Giftedness

- Special Considerations (ELL, Twice Exceptional, under-represented, MTSS)

- Instructional Strategies



-Technology Integration

-Classroom management in the differentiated classroom

-Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template -Self-Reflection and Evaluation

AIG teachers are also encouraged to seek state certification in gifted education. To this end, scholarship money may be available from the gifted budget to fund classes from approved universities offering state certification. Classroom teachers are also encouraged to take the Gifted Praxis after attending local training. The AIG Department maintains a list of all teachers who have obtained at least 30 hours of local training and/or state certification.

Classroom teachers are surveyed to determine professional development needs. Specialists create and provide both synchronous and asynchronous PD opportunities that align with the most recent research in gifted education, in response to the highest teacher need.

Examples include:

-Design Thinking

-Genius Hour

-Hexagonal Thinking

-STEM with Grace

-STEM Through Literature

-Creative Ways to Use Student Blogs

Classroom teachers are offered professional development on AIG resources including:

-Word Roots

-Word Within a Word

-Hands-On Equations

-Robotics

-PETS

**\* 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.

District Response:

The AIG Department maintains a list of teachers who have obtained Gifted Certification from an approved university program or have met either regional or district local requirements for professional development. The AIG Department partners with BCPS HR to run a certified list yearly. Administrators review the list of current teachers with local AIG training/regional/state certification at each school. New teachers are required to attend a local/regional training or take the PRAXIS. When possible, the principal places identified students in these teachers' classrooms. Teachers with identified students who have not met the local requirement are expected to attend professional development opportunities offered during the year.

Classroom teachers who work with AIG students are expected to have at least 30 hours of training at the local level. The local training class is held once a year in the spring semester and led by AIG Program Specialists. The class is a blended learning environment. Teachers attend two face to face session sessions, one at the beginning and one at the end of the class. In between, teachers complete online modules with discussion threads.

Topics covered are:

-Historical Perspective

-Identifying Characteristics of Giftedness

-Special Considerations (ELL, Twice Exceptional, under-represented, MTSS)

-Instructional Strategies

-Technology Integration

-Classroom management in the differentiated classroom

-Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template -Self-Reflection and Evaluation

**\* Practice E**

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

District Response:

The AIG Director and program specialists share information regarding AIG add-on licensure at the local, regional, and state level as these opportunities become available.

AIG teachers are also encouraged to seek state certification in gifted education. To this end, scholarship money may be available from the gifted budget to fund classes from approved universities offering state certification.

The AIG Local Endorsement Course is aligned with the content of the Praxis Gifted Education 5358 exam. Following completion of the course, teachers are given access to practice tests, study resources, and the Praxis sign-up link. AIG Specialists encourage participants to pursue state AIG add-on licensure.

Burke County Public Schools' All-in Promise found in our local Strategic Plan supports the growth of students, faculty/staff members, and the community by providing learning opportunities for all.

BCPS works to recruit, retain, support, and develop employees including AIG-licensed professionals.

**\* Practice F**

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

District Response:

Professional Development opportunities are developed in response to teacher needs determined by survey feedback. Synchronous and asynchronous opportunities were created in order to provide individualized training. Teachers may choose offerings that best fit their classroom needs and schedule.

There has been an increase in teacher turnover in the past few years. Based on changes in staffing, refresher courses will be offered in the fall for programs such as: Hands-On Equations (elementary), Word Within the Word (middle school), and strategies used to both identify and enrich gifted learners (ie. NCDPI Booster Shots, NCDPI Learning Labs).

The AIG Department attended a PD with Matthew Makel to learn how to utilize local vs state norms to better identify and serve under-represented populations. Our pathway three option has been revised to include local norming measures to increase representation of under-represented students at each school. AIG Specialists will provide PD during faculty meetings and PLCs to ensure the equity and excellence of our new plan.

**\* 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.

District Response:

For the past several years, differentiating instruction for all students has been a priority in the district. As Tomlinson stated, "Differentiating curriculum is a rich and effective strategy to use when providing for the needs of all students" (2007, p. 8, Successful Teaching in the Differentiated Classroom). Professional development offered by the AIG Department centers around best practices in differentiating instruction for advanced learners. Thus, providing professional development opportunities for teachers serving advanced learners complements the PD offered in the district.

The joint instructional support across BCPS (including AIG) created a Canvas course centered around Differentiated Instruction Made Practical (DIMP) by Dr. Rhonda Bondie from Harvard. This course can be utilized by individual teachers or school PLCs to train teachers on how to provide differentiated instruction within their classroom. This course can be accessed at any time from our district Canvas commons area to best fit the needs of the staff at each school.

Through the adoption of Lexia, BCPS teachers have access to PowerUp, a specific feature targeting advanced learners. PD is available to teachers through Lexia Academy as needed.

Surveys given to AIG teachers elicit the teachers' opinions on what professional development would be beneficial. Teachers who are enrolled in the local training course are also asked to give their opinions on future professional development. This data drives future staff development. Another factor that impacts AIG staff development is the NCAGT conference teachers attend yearly and bring back new information about best practices in AIG curriculum.

New strategies, resources, and best practices are shared with relevant teachers as they visit schools and are also shared with the SBCs at the last meeting in May. Websites and resources from the conference are posted to the AIG website.

### **\* Ideas for Strengthening the Standard**

Local Endorsement, Regional Endorsement (procedure in place for obtaining credentials) State Licensure

Google Spreadsheet listing teacher certification type and school location

Teachers who have AIG students are required to obtain state, regional, or local AIG endorsement.

A hybrid 30 hour AIG local endorsement Canvas course is offered once a year, in the fall semester for new or existing teachers. Information about these courses as well as NWRESA and state level training opportunities are shared by principals and AIG Instructional Coaches with teachers who require certification. Teachers may choose which licensure opportunity best suits their needs. Teachers are given one year to complete this requirement. Continue to update this course and highly encourage all teachers to attend a refresher.


### **Planned Sources of Evidence**

\* Completion of trainings for teachers of AIG students Restructuring of the delivery of services to meet more students' needs through empowered AIG teachers, technology, and trainings

\* Documentation of collaboration with teachers and services/support to students Teacher feedback, student testing data and analysis Schedule of professional development sessions and attendance

\* Feedback from teachers attending trainings Increased number of AIG trained teachers at all levels Revised AIG Local Training Sessions based on teacher feedback

### Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 <a href="#">AIG Standard 4 Additional Resources</a>

Standard 5: Partnerships

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**Standard 5: Partnerships**

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

**\* Practice A**

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

- academic and intellectual
- social and emotional.

District Response:

Parents are able to provide feedback through parent surveys annually. Parents are invited to participate in an AIG Advisory Group that focuses on current program practices and enhancing the BCPS AIG program. Families are encouraged to attend districtwide events like robotics, math counts, science fair, Earth Day art show, etc. to showcase enrichment opportunities. We utilize a variety of social media platforms and communication apps to send regular updates and information from the Advanced Learning Department. The communication apps also serve as an open forum for parents to communicate any specific questions or concerns. Supportive documents for parents, including SEL strategies, can be found on our AIG website, under the Parent Resources tab. AIG families are invited to yearly DEP, open house, and transition meetings. Each provides a time for parents to discuss their child's participation in the program. ELL support is available through the BCPS parent educators and interpreter services.



**\* 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.

District Response:

The AIG Program Specialists have identified local and regional agencies that have partnered with the AIG Department through the years in BCPS. The following agencies have provided materials, supplies and professional expertise in numerous AIG and STEAM projects for the last several years. We currently have partnerships and working relationships with institutes of higher education. Partnerships with local businesses are also established.

STEAM units focus around a STEM career that can be showcased within one of our local business partners. Through participation in the STEM Ambassador group, we are able to borrow STEM supplies, network with STEM educators, and stay informed on upcoming activities and new technologies.

Local Business and Industry Include:

- Western Piedmont Community College (WPCC)
- Little Guatemala
- Industrial Commons
- VX Aerospace
- Old Rock School
- Opportunity Threads
- Burke Partners in Education (BPIE)

-Work in Burke

-North Carolina School of Science and Math (Morganton Campus)

Regional Partnerships Include:

-NC State University Science House

-Appalachian State University STEM Ambassadors

-Western Piedmont Council of Governments (WPCOG) STEM West Meetings

-Western Piedmont Community College Focus Group

-Catawba County Robotics

-NWRESA

Statewide Partnerships Include:

-Duke TIP

-The College Board

-North Carolina Governor's School

-North Carolina School of Science and Math (Online)

-Burroughs Wellcome Student Science Enrichment Program

-North Carolina Association of Gifted and Talented

-National Association for Gifted Children

**\* 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.

District Response:

There are leadership groups in the district to assist in decisions, discussions and communication of the AIG program and plan.

Following the yearly AIG district survey, parent feedback is reviewed and analyzed. Parents are given the opportunity through the survey to participate in the AIG Parent Advisory group. They can also be invited by teachers or school personnel. Analysis of the feedback is reviewed with the advisory group to make recommendations for revisions to the AIG plan.

The system wide leadership team consists of the Superintendent, Assistant Superintendent and the curriculum directors. Questions and plans are vetted through the curriculum team meetings based on the BCPS system goals. The leadership team meets weekly. BCPS meets monthly with principals to discuss district updates needs. AIG presents updates that should be communicated from each school to their AIG families.

The AIG Department holds advisory group meetings each year to discuss the AIG plans and answer any questions from the teachers in each school. Administrators, program specialists, teachers, parents, and AIG School Based Chairperson from each school attend the meetings. The meetings/training sessions ensure that the schools are on the same page with the BCPS AIG Plan. The director also visits schools and talks with principals, assistant principals and teachers about their AIG questions and needs.

The AIG parents are encouraged to share questions or concerns at any time. Parents call, email or meet with the director in individual parent conferences at the school. Parents are also surveyed at the end of the year so they can further share any suggestions or concerns.

All stakeholders have access to the AIG Plan and AIG Director. Meetings with administrators, teachers, and parents/community are held at various times of the school year.

**\* Practice D**

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

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

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

**District Response:**

Communication is primarily given in English at all fall DEP meetings with parents, students, and educators. Translators are available at specific schools with a high ESL population. There is an established positive collaboration with the ESL Department. Opportunities are posted throughout the school year on the BCPS AIG website.

Brochures, fliers, emails, text messages, Remind, social media posts, school newsletters, automated calling systems and letters are used as forms of communication to inform parents of upcoming AIG opportunities. Several of these forms of communication have been translated into Spanish. Because some families speak their native languages but do not read in their languages, plans are in place to have the information provided in auditory format for both Spanish and Hmong. District and school webpages are updated to include sections for news and events. Updated brochures and other information are in the students native languages.

Currently information is shared with educators, students, and parents/families at DEP meetings, PTO meetings, Transition Nights, and SBC meetings. School newsletters, BCPS AIG webpage, brochures, handouts, and the AIG Parents Handbook are also available.

The School Messenger automated system is used to reach AIG parents through emails, phone calls and text messages. Remind is used to reach AIG parents and provide updated information about AIG.

AIG Information is also shared at various meetings: the central office leadership team, administrators and faculty meetings, Joint Instructional Group (JIG) meetings, and Board of Education meetings.

BCPS Advanced Learning Department has showcased student work from the STEAM Academy that highlights our partnership with local businesses. The BCPS Public Relations and local News Herald share these highlights through news articles and social media.

### **\* Ideas for Strengthening the Standard**

Add new google site and a-synchronous PD opportunities

Choice Boards- How to use choice boards to provide high level thinking, autonomous student learning, and differentiation.

Hexagonal Thinking- Creative way to sort, organize, and represent relationships with a topic.

STEM in Literacy- Challenging STEM activities that are inspired by children's literature.

Genius Hour- Independent self-selected student research projects.

Design Thinking- A flexible framework that guides students through the design process.

NCDPI Learning Labs- Easy to implement learning labs that can be used for extension, acceleration, and enrichment.

PETS- Introductory or refresher course for teachers implementing the PETS program.

Hands on Equations- Introductory or refresher course for teachers implementing Hands on Equations original or fraction program.


Continue to create and add refresher trainings tied to curriculum area where AIG students are not showing growth.

Create more local partnerships that support problem based thinking in our local community. Create opportunities that expose students to their local community and foster those relationships.

**Planned Sources of Evidence**

- \* Webpage: District and Schools Brochures and other documents Meeting Agendas
- \* Surveys: students, parents, educators, and community Documentation of goals, tasks, and accomplishments for each committee Translated documents into native languages (written and auditory formats)
- \* Emails Social media posts News articles PostScripts (District Newsletter)

**Documents**

Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <a href="#">AIG Standard 5 Additional Resources</a>

Standard 6: Program Accountability

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

**Standard 6: Program Accountability**

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

**\* Practice A**

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

District Response:

I. Complete and submit BCPS AIG Plan

The BCPS AIG Plan is written in accordance with the state legislation and NC SBE policy. (N.C.G.S & 115C-150.5-.8 (Article 9B). The AIG plan addresses all of the components of the new NC AIG standards that were revised and adopted by NC SBE in October 2015. The plan has been developed with input from a variety of stakeholders representing the diversity of the BCPS schools. Input was obtained intermittently via surveys, emails, small group discussions, and phone calls from August 2019 to May 2022 in preparation for the Local Academically or Intellectually Gifted (AIG) Plan Report to NCDPI July 2022.

Timeline for revising the AIG Plan:

September/October - Review all sections of the system plan, attend regional meetings

November - Form a development team, create surveys, review the self assessment, meet with SBC in a planning session

December - Complete and gather surveys from students, teachers, administrators and parents, complete the self assessment, meet with the development team

January/February/March - Disaggregate and analyze the data, continue to talk with stakeholders, continue to attend regional and state meetings concerning the plan, participate in webinars from DPI on implementation and updates, continue to write, collect information and edit, begin entering the plan into NCSSIP system.

April - Continue to edit, present the plan to the Superintendent and Assistant Superintendent. When approved, take the completed plan to the School Board in May for approval

July - Submit to the AIG Department at NCDPI

II. Submit BCPS AIG plan to the Board of Education

The AIG Plan will be submitted for the BCPS Board of Education for review in May. Once the plan is approved it will be sent to DPI in July of 2022.

**\* 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.

District Response:

I. Process to Monitor the Implementation of the BCPS AIG Plan

The AIG Program Specialists, Administrators and School Based Chairs, teachers and other instructional personnel, are key to implementing the system wide plan. Communication is key to helping everyone understand the research, importance and expectations to help AIG students meet their greatest potential in the future.

More training at the local level continues to help teachers meet students' academic, intellectual, social, and emotional needs of gifted learners at all levels. The use of technology within the system is being reviewed as well as the delivery system for AIG Specialists in an effort to reach more students at all levels. (ex: online learning, AIG Specialists support instruction through technology, teacher training, one to one instruction and support)



## II. Oversee the Program on an Ongoing Basis

The Director and Program Specialists support instruction and review schools' needs and services by frequent visits to the schools to meet with principal and teachers, visit student classrooms, and review student performance. The AIG department collects and disaggregates the data to identify and report patterns/trends. The specialists meet with PLCs to discuss concerns and share updated instructional strategies. The AIG Department conducts teacher, parent, and student surveys.

## III. Monitoring and Documentation

The AIG Department visits teachers on a frequent basis and collects the following information:

- Notes from PLC Meetings
- Documentation of Services per School from Program Specialists
- Schedule for AIG classes
- Documentation (timeline) from AIG teachers of when specific components of DEP (strategies/interventions) will be implemented)
- Support strategies/interventions implemented (especially pre and post results and analysis)
- Dis-aggregated data for attendance, grade data, historical grade data and previous test scores in PowerSchool, STAR Reports, MClass, EOG, EOC and NC Check-In scores (previous scores and growth)
- Data to determine needs (teachers and students)
- Data from Parent/Teacher/Student surveys
- School population data for screening (population nominated compared to school population)

**\* 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.

District Response:

**I. Awareness of State Budget**

Each Spring, the AIG Director discusses the AIG goals and needs with the Superintendent. In the Fall, once the budgets are released, the Director follows up with the school system's Chief Finance Officer to review the allotments and line items.

State fund allotments for the BCPS AIG program are as follows:

- Funds used for AIG purposes
- Monthly monitoring of budget with administrative assistant

**II. Strategic Plan for AIG Funds**

The BCPS AIG goals are reviewed each spring and summer in preparation for the following school year. By reviewing the goals and planning with the end in mind, the monies can be spent efficiently and appropriately on students from K-12 grades. Goals align with budget planning and spending.

Main line items:

- Annual Budget (salaries/benefits/stipends)
- Professional Development (workshops, conferences, AIG licensure through NCIHE)
- Instructional Supplies (schools/STEAM classes)
- Technology and equipment

### III. Monitor Expenditures

As the year continues, other funding sources are researched: Local, State and National Grants, monetary and material donations, and business partnerships.

The following are grants the AIG Department pursues:

- Duke Energy Grant
- Burroughs Wellcome Grant
- Kate B Reynolds, Honda
- General Electric
- Rutherford Electric Bright Ideas
- Donors Choose
- Local Community Foundation
- Rotary
- Optimus
- Burke Women's Junior League
- Rostan Foundation (Valdese)
- Kiwanis
- Farm Bureau
- Biogen
- Mobile Coding, Robotics, and App Development (NCDPI)

-First Lego League

The AIG Department continually monitors the use of the AIG funds, keeps hard copies from the AS 400 system, and continues discussions and analysis of expenditures with the Chief Finance Officer.

**\* 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.

District Response:

I. Develop a System for Monitoring Student Achievement and Student Drop-out Data

The previous year's data is collected and kept in an electronic Google Doc folder. The state released testing data can be shared with principals, other curriculum directors and the AIG program specialists. Testing Data also includes: EOG's, EOC's, AP Exams, ACT, SAT, NC Check-Ins, MClass, Star Reading and Math.

The data is discussed in PLC meetings and reviewed throughout the school year. Every school creates and continuously updates a digital data wall. The AIG Department continues to collect and analyze data throughout the school year.

The AIG Director talks with high school principals and the high school curriculum director about the reasons students dropped out during the school year. Overall, BCPS has a graduation rate of 91.3 %.

II. Analyze Student Data

The AIG Department will:

- Review trends from previous years that can aid in driving curriculum adaptations
- Continue data collection and analysis based on data from PowerSchool

- Gather test performance goals that are established using baseline data by grade level and tests from previous years
- Use prior year's test results to establish new baseline data to determine new test performance goals
- Obtain new data from state mandated tests
- Collect available information from PowerSchool and other NC Public Schools data sources
- Analyze data for trends (positive and negative)
- Investigate potential behaviors and issues that might lead to drop-out of AIG students
- Review interventions attempted/implemented prior to senior year
- Develop new AIG curriculum (NGSS)
- Continue annual June collection of drop-out data from each high school
- Review the Cohort Graduation Rate (CGR) data for each high school

**\* 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.

District Response:

I. Follow Underrepresented Populations

Percentage of students that are AIG by subgroup.

Asian: 13.3%

Black: 6.85 %

Hispanic: 8.32%

American Indian: 11.76%

Pacific Islander: 4%

White: 19.36%

Two or more: 11.92%

The monitoring of the representation and retention of under-represented populations occurs several times annually:

- Beginning of school year, mid year, end of year, and between each grading period

- Intervention strategies are employed and monitored each grading period for all students who make a C or below in all AIG ELA and Math classes

- The Elementary AIG Specialists share the transition needs with each school's staff

- All K-2 students are assessed through 2nd grade year

## II. Analyze Data Trends

The AIG Department collects annual Spring BCPS AIG Accountability documentation in the following areas:

- Twice-exceptional

- ELL

- Gender

-Ethnicity/Race

-School's population

-AIG population

-Nominations, Identifications Intellectually Gifted document

The AIG Department continues to review data and discuss how the program is meeting all students' needs and their potential to achieve. The department:

-Collects and analyzes data for next steps in instruction

-Disseminates information to all staff

-Discusses ELL nominations and EC nominations

-Aids in implementation of K-2 talent development program and collect data of potential AIG identified students

-Collaborates with ELL Department and EC Department

-Collaborates with Elementary/Title I Director and Secondary Director

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**\* 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.

District Response:

BCPS seeks to employ teachers who are highly qualified, well trained, and possess:

- Master's Degrees
- National Board Certification
- Advanced Placement Training
- Experience in teaching AIG cluster groups or Honors level classes

The Department continues to work closely with the Human Resource Office to maintain AIG licenses and other PD requirements

Teachers can attend the NWRESA to obtain regional AIG endorsement. Teachers also have the option to take the BCPS Canvas course to gain local AIG endorsement. A list of all BCPS employees with AIG licensure and/or locally approved professional development is maintained in the AIG Departments and shared with the Human Resource Department. Lists are broken down by school/location. Teachers working on licensure are listed with the projected date of completion. This list is updated annually as teachers complete licensure and is made available to the gifted specialists and principals.

**\* Practice G**

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

District Response:

Input for the AIG program is gathered in multiple ways and in many opportunities throughout the school year.

Surveys are given to the following stakeholder groups during the school year:

- students



-parents

-teachers

-administrators

Discussions are held with parents individually and in focus groups at local DEP meetings. Conversations with parents are held at transition nights in the high schools. The AIG Director also meets individually with parents to elicit feedback about the program.

Constant input is also gathered from the district leadership team. Discussions are held with the Associate Superintendent of Curriculum, the High School/Middle School Director and the Elementary Director concerning the AIG program needs.

The AIG Department gathers input from:

-Presentations and conversations at the monthly principals meetings

-The School Based Chairperson meetings throughout the year at the district level

-Program Specialists meetings

-Online surveys sent via email to students, principals, teachers, parents

Feedback from all stakeholders is reviewed so the AIG program can grow with the students' needs and 21st century goals.

**\* Practice H**

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

District Response:

The AIG Plan is reviewed throughout the school year. Survey data, assessment data, information from PowerSchool and EVAAS, and other sources of information may reveal trends. The department analyzes the data and identifies ways to address concerns that may arise from the trends, and makes revisions as necessary. Changes in curriculum from NCDPI or the district may also require revision of the plan. When potential revision is needed, it may also be based on survey data from students, parents/families, and educators. NCDPI reviews the plan and feedback is used to make revisions to adhere to best practices for AIG.

The plan is reviewed for clarity. For example, have the practices in each standard been answered thoroughly and clearly in the district response? The plan is discussed in detail in an advisory group to ensure the district's vision and goals are clear for the AIG Program.

Data is reviewed from numerous areas:

- Assessment data
- Surveys results from students, parents, teachers and administrators
- Focus group conversations
- Transition Nights with students and parents
- Data from PowerSchool

**\* Practice I**

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

District Response:

The AIG Department communicates and shares results of evaluation data with the following stakeholders:

- Districtwide leadership meetings

- AIG Program Specialists
- School Based Chairperson
- Faculty Meetings
- PLC's
- Teachers
- Principal Meetings
- Family groups
- Community Groups

The AIG Department makes evaluation data readily available in the following formats:

- AIG Website
- PowerPoints
- Brochures
- Newsletters
- State school report cards per school
- Digital data walls per school
- Survey results

## \* Practice J

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

### District Response:

The AIG Department has the following procedures in place to articulate the rights of parents and families:

A copy of The Parents' Handbook of Rights is given to every parent/guardian of identified AIG students and those considered for AIG screening, referral, identification, and potential service delivery. The parent/guardian must give written consent for the student to be considered for

screening and to be tested/evaluated.

The district has Due Process Procedures, published in the Parent's Handbook of Rights, to help resolve disagreements. The district's appeal process is specific and communicated with parents. Documentation of all complaints/issues are kept and reviewed annually for trends. Follow-up meetings or calls are conducted for all complaints/issues.

The BCPS AIG Due Process Procedures are as follows:

### STEP I – School-Based Committee (SBC) Conference

Parent/guardian may make a request\* for a conference with the School Based Committee for Gifted Education (SBC-GE) to discuss the concerns about the recommendation.

\*A written request is preferred. Please keep a written request for documentation of due process. If the request is oral, please make a note of the date of request for SBC-GE records.

The School-Based Committee for Gifted Education reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

School-Based Committee for Gifted Education grants the conference within 5 school days of request and responds to parent/guardian in writing within 5 school days of conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE SBC-GE CONFERENCE, THEN PROCEED TO STEP II – PRINCIPAL CONFERENCE.

(Unless the Principal of the School was on the SBC-GE)

STEP II – Principal Conference

(If the principal was part of SBC-GE, proceed to STEP III.)

Parents may make a written request within 30 days for a conference with the principal. Principal reviews the recommendation with the SBC-GE chairperson.

Principal grants the conference within 5 days of request and responds in writing within 5 days of the conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE PRINCIPAL CONFERENCE, THEN PROCEED TO STEP III- APPEAL TO AIG DIRECTOR

STEP III - Appeal to AIG Director

A. Parent/guardian may appeal the principal's decision in writing to the AIG Director within 5 days of receiving the response.

B. AIG Director reviews the grievance within 5 days of receipt of appeal.

C. AIG Director respond(s) in writing to the parent and principal concerning the outcome of the review 10 School days.

IF THE GRIEVANCE IS NOT RESOLVED AT

STEP III, THEN PROCEED TO STEP IV – APPEAL

## TO ASSISTANT SUPERINTENDENT

### STEP IV – Appeal to Assistant Superintendent

Parents/guardians may appeal the decision of the AIG Director to the Assistant Superintendent within 5 days of receiving the response.

B. Assistant Superintendent reviews the grievance within 5 days of receipt of the appeal.

C. Assistant Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal. They may then appeal to the superintendent.

### IF THE GRIEVANCE IS NOT RESOLVED IN STEP IV, THEN PROCEED TO STEP V – APPEAL TO THE BOARD OF EDUCATION

#### STEP V – Appeal to Burke County Public Schools Board of Education

Parents may appeal to the Board of Education in writing within 10 school days following the written response from Step IV.

B. The board shall offer a final written decision within 30 days.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

#### STEP VI – State Level Grievance Procedure

Parents may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

(i.) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student,

(ii.) whether the local plan has been implemented appropriately in regard to the child.

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Once the student is identified and the parent gives consent for the student to be served, only the parent may remove the student from the program. If this situation occurs and the student is exited from the program and the parents want the student reinstated to the AIG program, the reassessment procedures will be enacted.

Transfer students from other LEA's will be accepted into the BCPS AIG Program with proper documentation.

The Parents Handbook of Rights is available on the district's AIG Website, and parents are also given a hard copy. The Parents Handbook of Rights has been translated into Spanish and Hmong.

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### \* Ideas for Strengthening the Standard

- 

Current Paperwork Process (streamline in house)

1. All Call
2. Teacher or parent nomination form
3. Screening pool

4. GRS
5. Consent for Evaluation
6. AIG 1
7. Letter of Recommendation
8. Parent's Rights Handbook

Events - outside speakers from places like NCSSM

Parent Help Desks: "How to" sessions like- how to write college application, etc

SBC Role

Include parents on our advisory panel ongoing

We will have parents from each school serve on the advisory committee.

### **Planned Sources of Evidence**


\* Reports of checks and audits (visits, timelines, implementation of strategies/interventions) Pattern/Trend reports (Population: nominations K-8) Numbers and Issues related to the Intellectually Gift

\* Previous years' EOG data Documents shared with principals Drop-out data BCPS Accountability Document List of employees licensed and locally approved professional development BCPS Strategic



\* Population analysis: numbers and percentages in various categories Screening pools and identification data Five-year analysis of each school's population change in relation to AIG population

### Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <a href="#">AIG Standard 6 Additional Resources</a>

Local Board of Education Approval

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**



\* Approved by local Board of Education on:

06/27/2022 

Original Application Submission Date: 06/27/2022









Revision Submission Date: 06/08/2023

**Documents**

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local BOE approval</a>

AIG Related Documents

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local BOE approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">AIG BCPS Glossary</a>
AIG Standard 1 Additional Resources	N/A	 <a href="#">AIG Standard 1 Additional Resources</a>
AIG Standard 2 Additional Resources	N/A	 <a href="#">AIG Standard 2 Additional Resources</a>
AIG Standard 3 Additional Resources	N/A	 <a href="#">AIG Standard 3 Additional Resources</a>  <a href="#">DEP sample</a>
AIG Standard 4 Additional Resources	N/A	 <a href="#">AIG Standard 4 Additional Resources</a>

AIG Standard 5 Additional Resources	N/A	 <a href="#"><u>AIG Standard 5 Additional Resources</u></a>
AIG Standard 6 Additional Resources	N/A	 <a href="#"><u>AIG Standard 6 Additional Resources</u></a>


Glossary

**Burke County Schools (120) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1**

Phrase	Definition
06/07/23	I revised 1b for resubmission.

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

**Documents**

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 <a href="#">AIG BCPS Glossary</a>