

Brunswick County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 27-JUN-16

LEA Superintendent's Name: Leslie K. Tubb

LEA AIG Contact Name: Connie Enis

Submitted to NC Department of Public Instruction on: JUNE 29, 2016, 16:55:31

Brunswick County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Brunswick County Schools local AIG plan is as follows:

Brunswick County Schools Vision for local AIG program: The Academically or Intellectually Gifted (AIG) Program Vision for Brunswick County Schools (BCS) is to enrich, extend, and accelerate learning in the advanced studies using differentiated performance-based academic programs (AIG, Advanced Placement, Honors, and Nurturing K-3) in order to meet the individual needs of students K-12. This will be accomplished by aligning with the North Carolina Standard Course of Study/Common Core for reading/English Language Arts and mathematics, especially in identified grades 4-12. By doing so, differentiated research-based strategies will incorporate creative and critical thinking and problem-solving skills respecting multiple intelligences and various learning styles to foster advanced and rigorous learning relevant to a global society. To accomplish this, students will be identified for advanced aptitude potential and achievement using traditional and non-traditional methods in assessing all student groups in order to be as inclusive as possible. Ultimately, the BCS AIG Vision will be to expand AIG acceleration whenever possible to include other areas or content, curricula, or challenging programs in order to be representative of the talents and needs of diverse student populations. Through appropriate resources and professional development sessions in the recognition and understanding of giftedness, teachers and administrators will become more empowered to discover and identify AIG students and then challenge them to take ownership of their personalized learning as they evolve into productive citizens who are more career and college-ready.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$649460.00	\$215476.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

- District Response:** 1. Prepare and distribute informational brochures district-wide in English and Spanish with other translations available upon request. (See Appendix for English and Spanish translations of ID process).
2. Offer presentation or professional development opportunities for school faculties at the beginning of each school year and at other times when requested or needed in the identification and screening process, including the criteria needed for the AIG candidates to satisfy their eligibility identification process through performance-based measures in the AIG class(es) and portfolio completion as well as other Talent Pool students based on approved principal recommendations using specific criteria provided in guidelines (See Appendix for Portfolio Guidelines, ID criteria, and Principal Recommendation form).
3. Maintain the AIG webpage on the BCS website.
4. Maintain communication among AIG staff, the guidance counselors, and the Data Managers regarding student transfers and placement into AIG, AP, High-school Honors classes, and AIG Headcounts.
5. Increase communication about the AIG program through electronic media.
6. Share information about the AIG identification process at various parent meetings, which might include PTA/PTO meetings, Open House sessions, PAC (Parent Advisory Council) where an AIG parent is expected to be a member on each district school's team, and other venues when appropriate (See Appendix for Identification Forms).
7. Offer the AIG In-House Certification Professional Development Program consisting of 7 modules to interested teachers to provide specific information about gifted information, particularly the ID process (Already 4 cohorts of teacher groups comprised of approximately 60 teachers have been trained via this certification process.) (See Appendix for AIG In-House Certification Information).
8. Prepare a generic Power Point presentation for use at individual school sites to use at meetings and other sessions to reinforce AIG ID criteria for compliance.

Practice B

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

- District Response:** 1. Use multiple criteria consistently district-wide for AIG student identification ensuring that no one criteria will automatically discount a student for AIG consideration. The

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identifications possible based on AIG include the following: AR (Academically Gifted in Reading Only), AM (Academically Gifted in Math Only), AG (Academically Gifted in Both Reading and Math), and IG (Intellectually Gifted). Effective July 1, 2016, another category labeled AI or Academically and Intellectually Gifted will be available for student identification. Three of five multiple criteria will be used for identification, including a Teacher's Recommendation using the William & Mary Checklist that asks for teacher rating and feedback on these categories: General Classroom Behaviors, Diverse Self-Paced Activities, Problem-Solving Strategies, Critical Thinking Strategies, and Creative Thinking Strategies. Another criteria will be evidence from the report card that the student has an overall "A" average based on the approved number scale in the areas of potential identification (reading/English Language Arts and/or mathematics). A documented IQ of 130 or higher is another criteria that can be used in lieu of national testing. Still another criteria will be testing results or 90% or higher in the area(s) of consideration from nationally normed testing, such as the achievement test (primarily used but not limited to Iowa Test of Basic Skills or ITBS) and/or aptitude testing (primarily used but not limited to CogAT or Cognitive Abilities Test). Note: In using the CogAT testing results, a Standard Error of Measurement (SEM) of two points will be allowed. Therefore, students who score 88-92% on the CogAT in their area(s) of consideration would become eligible. The End-of-Grade (EOG) and End-of-Course (EOC) testing will not be used as an indicator for identification but will be used instead as a screener when students score in the 92% or higher on the area(s) for consideration (See Appendix for ID Flow Chart, Teacher's William & Mary Checklist).

2. Require the performance-based component prior to official AIG identification being entered into Power School, the data base center. This will require evaluating a student's ability to sustain consistent academic success (80 or higher in AIG class) during a probationary period of at least one semester when the student must produce an authentic portfolio in reading/English Language Arts and/or math using scaffolding due dates where teacher feedback in the formative assessment process in the area(s) of consideration will be based on specific criteria. A rubric score of 85 (elementary school) or 90 (middle school) must be earned. In addition, an AIG class content grade of B or 80 (based on approved number scale) must be maintained throughout the semester. If not, after communication with the student and parent/guardian has occurred, an Action Plan will be put into place with a reconvene date to assess student improvement. On this Action Plan will be specific measurable responsibilities for the teacher, parent, and student listed in an effort to help the student succeed (See Appendix for Portfolio Guidelines, Action Plan).
3. For identifying students using Intellectually Gifted (IG) classification, ensure that students earn a 97% or higher score on the Non-Verbal Section of the CogAT aptitude testing combined with an 80% or higher score on the Verbal Section and/or Quantitative Section of the CogAT testing as well. As stated previously, AI will combine both Academically and Intellectually Gifted for a new identification starting July 1, 2016.
4. Use other types of multiple criteria for consideration, particularly with IG and AI identification, that might include MClass or other writing based on approved rubrics and qualitative data gathered from student interviews, other types of checklists, authentic student work samples, interest inventories, and additional teacher input from multiple settings and curricular or extra-curricular venues.
5. Work with transfer students who have been identified as AIG elsewhere to make sure their files are evaluated to determine if there is adequate documentation from the previous school to substantiate that identification and if that identification is comparable to that of Brunswick County. If there is any question, a conference with the student and parent/guardian will be held and a probationary period of at least one grading period (nine weeks) will be activated to determine if AIG is the best educational placement for the student. Additional testing may be suggested.
6. For multiple criteria to be considered for identifying as IG or MI, consult with other LEA's for ideas or research options and attend conferences or workshops highlighting IG so that additional plans and

discussions can result for addressing and serving such identification.

7. Continue nurturing (K-3) as a program extension of AIG although it is not used for AIG identification. In actuality, its purpose is to search for students in various student subgroups K-3, particularly those in under-served groups, to enrich and extend their learning and help build giftedness wherever possible. To help determine this "pullout" group, multiple criteria will be used, such as MClass or Dibels results, teacher recommendations, class averages, etc. There should be at least three components met in the multiple criteria for placement in the nurturing group. These criteria may vary somewhat from elementary school to elementary school in order to meet the personnel and scheduling needs of individual schools and their diverse student groups. According to 2015 survey results from AIG teachers, 81% of them felt that their school's Nurturing Program had a positive impact of K-3 students in such ways as critical and creative thinking and problem-solving.

8. Promote the AIG In-House Certification Program as a prominent focus of PD to understand the multiple criteria used for AIG identification. AIG teachers tended to agree with that statement since 92% of them felt strongly that this program was most important in expanding teacher knowledge of gifted education and building capacity for teaching AIG classes in Brunswick County.

9. Locate potential students for the Talent Pool group in addition to identifying potential AIG candidates to become part of the AIG class membership if there is room in the class provided they meet criteria for placement with approval by the school's principal. Criteria to meet include three of the following: consistent class averages of 88 or higher in area of consideration, extraordinary skill level in interest area based on submitted rubric, 86% or higher percentile scores of EOG or EOC in area of consideration, 86% or higher percentile scores on either ITBS or CogAT in area of consideration, 95% or higher percentile scores on Non-Verbal CogAT Section or comparable Aptitude Test, and/or two recommendations. Being a Talent Pool student does not guarantee AIG class entry or continuation of AIG service from year to year since this classification does not equate with AIG identification (See Appendix for Principal Waiver Form).

Practice C

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

District Response: 1. Review 2015 Stakeholder Survey results. According to survey feedback, over 50% of administrators felt that their teachers did not have access to adequate professional development (PD) addressing the needs of diverse populations. The AIG Director has met with the district's Staff Development Coordinator and its Exceptional Children's Director to discuss this issue. Plans are underway to offer additional PD in this area. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners (ELL), highly gifted, and twice-exceptional (having both an EC and an AIG ID).

2. Determine the various subgroups represented in the AIG population. Currently, there are 1,253 identified AIG students in BCS in grades 4-12, or approximately 10% of the total student membership in grades K-13 or 15% of the total student membership in grades 4-12. Please note that grade 13 represents only those 55 students at the Early College High School who are dual-enrolled in Brunswick Community College (BCC) and Brunswick County Schools (BCS) and who will be earning both a high-school diploma and one or more Associate Degrees from BCC. Of those in the total student membership, approximately 67% are White while approximately 33% are Non-White with the

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highest percentages of ethnicities being 15% African-American or Black, 13% being Hispanic, and 3% being Multi-Racial. The percentages of students in AIG somewhat mirror these percentages of the total student population. In the 2015-2016 school year, the district's AIG Headcount rose from 1,181 to 1,253 or an increase of 72 additional AIG-identified students. Each year since 2010, the AIG population has increased with the 2015-2016 school year statistics reflecting the most growth thus far including a 14% increase of under-served populations.

3. Provide opportunities for under-represented populations for AIG by offering an Alternative Evaluation Form that lists multiple traditional and non-traditional evaluation components to assist in determining eligibility. These include the student's academic standing overall and specifically in the area of consideration; the teacher checklist assessment; at least one alternative standardized test, if deemed needed, such as the Non-Verbal Naglieri Ability Test; and possible submissions, such as an authentic student product/artifact, internship or mentorship report, an evaluation using a creative rubric, or other acceptable assessment when at least one area of the following holds true: limited developmental experiences (cultural, social, and travel experiences), irregular attendance (23% of the time during a grading period), transience in elementary or middle school (at least 3 moves), home responsibilities/necessary pupil employment interfering with learning activities, residence in a depressed economic area, low family income at a subsistence level (free or reduced lunch status), nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken), limited opportunity to acquire depth in English (English not spoken in home, transience due to migrant employment of family, dialectical differences acting as a barrier to learning), disabling condition which adversely affects testing performance (clinically significant focusing difficulties, physical or sensory disability, any disability that interferes with educational performance), or top 10% of minority population in grade level(See Appendix for Alternative Checklist).

4. Use checklist to locate under-served or underachievers for AIG (See Appendix for Checklist to Identify Gifted Underachievers).

5. Assure that AIG forms are made available and translated into other languages, especially Spanish, as needed or requested.

6. Work with Title I Director and ELL and migrant coordinators to locate under-served populations.

7. Provide testing assessments, such as Naglieri Aptitude Assessment, that focus on non-verbal rather than verbal responses in order to be cognizant of language barriers.

8. Encourage under-represented populations be included in the Nurturing Program K-3 to develop potential and interest areas.

9. Work with the Director of Exceptional Children to develop plans that address students who are twice-exceptional in order to find the least restrictive educational setting for learning.

10. Provide PD addressing the under-represented student populations to expand understanding and tackle misconceptions as well as effective ways to screen, refer, and identify practices to address under-represented populations of the gifted.

11. Monitor the statistics showing ethnicities, especially when reviewing the AIG headcounts collected in November and April of each year, when gathering AIG identification data to ensure attention and hopeful growth in numbers.

12. Offer an AIG interest session with an interpreter, if needed, so that information can be disseminated orally and written without language concerns or barriers.

13. Research areas/districts implementing intellectually advanced programs and methods, current trends, and related plans focusing on non-traditional under-represented populations.

14. Establish criteria/ideas which can be used with identified and non-identified gifted learners in class environments other than the AIG, Pre-AP, AP, or Honors classrooms in order to extend and enrich learning for all groups.

15. Disseminate information to all principals for their staff's review about gifted identifiers and a list of

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common gifted myths so that teachers might be better able to recognize and recommend students from all student populations to be reviewed and tested for the AIG program (See Appendix for Common Gifted Education Myths).

16. Maintain confidential list by the Child Nutrition Director of students considered economically disadvantaged (free or reduced lunch) or who qualify using other self-reporting criteria, such as household size and income level meeting Income Chart parameters (from \$27,214 yearly income for two people in household to \$69,616 yearly income for eight people in household), family receiving Food and Nutrition Services, student listed as state-appointed foster child, emancipated child status or waiver qualifier for school-related fees (as athletics, music, or arts participation), special child status (runaway, migrant, or homeless), child eligible to receive assistance under the Medicaid Program, family or household receiving Temporary Assistance for Needy Families (TANF), or family participating in Food Distribution Program in Indian Reservations (FDPIR). This information is particularly needed for Advanced Placement or AP exam testing.

17. Analyze survey results. According to the AIG Teacher Survey 2015, 79% of teachers felt they helped parents/guardians of their AIG students understand their students' special learning needs while 84% of AIG students felt that way as well.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: 1. Provide tools for understanding the screening, referral, and identification processes consistently throughout the district, such as the ID Flowchart, AIG brochures, BCS website information, and the AIG plan; Alternative Assessment Form; List of AIG Characteristics and Identifier Tips, and Parent/Guardian Letter explaining CogAT Percentiles and Stanines (See Appendix for these forms).

2. Utilize approved forms for screening, referral, and identification processes within the LEA (See Appendix for Behavioral/Motivational Scale Checklist Teacher Recommendation Form and Placement Criteria Form).

3. Share AIG information for screening, referral, and identification processes at AIG staff meetings, grade level/school staff meetings, Open House or PAC meetings, and Learning Leadership Council sessions.

5. Make available a brochure in different languages, as needed or requested, explaining the key components of the screening, referral, and identification processes as well as other key AIG, Honors, and AP points to explain the LEA AIG Program further (See Appendix for English and Spanish Versions of AIG Brochure).

6. Secure all testing results for students considered for AIG identification in a locked area both at school sites and Central Services for accountability, compliance, and auditing purposes.

7. Review randomly AIG-candidate "blue" folders as a cross-check to include report cards, Teacher Recommendation Forms, Teacher Checklists, testing summary score sheets, and portfolio submissions in the area(s) for consideration and then approve such by the AIG Director if all criteria have been met satisfactorily before student can be officially identified. An entry form will be completed as documentation for the school's Data Manager to identify formally that student as AIG in whatever area(s) eligible in Power School (See Appendix for Entry Form).

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: 1. Ensure that all AIG teachers at the elementary and middle-school levels or AIG-designated counselors at the high-school level meet with their AIG students, parents/guardians, and other key staff or outside agency representatives as needed at least once a year in an annual review using measurable data that addresses the students' progress and highlights particular areas of accomplishment and/or areas for needed improvement or concern. This review further explains the identification process when a student is deemed AIG-eligible and determines appropriate service options or AIG/Honors/AP classes for individual AIG students that span throughout the high-school years. This annual review is called a DEP or Differentiated Education Plan. Accountability forms for such DEP conferences must be completed showing appropriate signatures and secured for documentation (See Appendix for Placement and DEP Accountability Form).

2. Review AIG 2015 Stakeholder survey data. According to AIG student responses, 81% felt they understood the reasons why they had been placed in the AIG class(es) and in what ways they were considered gifted while 83% of AIG students also felt they were encouraged to make choices in project selections and/or presentations in their service options to accent their interests and learning styles. 89% of AIG teachers indicated they gave opportunities for student choice to direct student learning according to interests, abilities, and learning preferences. More pronounced was the 100% of AIG teachers who underscored the importance of the DEP to address major student strengths and possible weaknesses. 84% of AIG parents felt their AIG children were given choices for projects/demonstrations that elicited their special interests and learning preferences or styles when addressing service options.

3. Audit AIG student folders randomly as needed to ensure security, completeness, and attention to the ID process and service options.

4. Review DEP's annually to ensure measurable data is used in assessing student growth.

5. Clarify available AP, Honors, enrichment, and/or scholarship programs and summer opportunities addressing leadership, academics, artistic endeavors, etc. and provide websites, links, or other guides in collaboration with the high-school guidance departments.

6. Review AIG students' four-year high-school plans.

7. Research IG-identification options and service models to widen the identification scope.

8. Keep documentation of rubrics with skill sets and other potential criteria for non-traditional identification possibilities focusing on courses other than math or reading/English Language Arts, such as fine arts, athletics, natural science, social science, foreign languages, social skills, JROTC, or CTE (Career and Technical Education).

9. Use homogeneous (like) grouping with primarily AIG-identified students and AIG-candidates along with Talent Pool students who meet the stated criteria when class rosters permit when scheduling AIG classes in the courses served, including reading/English Language Arts and math, or cluster grouping (having preferably six or more AIG students in a class with like abilities) in other general education classes to promote rigor and acceleration of learning in the service options selected.

10. Promote project-based learning, problem-based learning, interest-based exploration, and independent study opportunities when considering service options for IG AIG students.

Ideas for Strengthen the Standard: 1. Share AIG Identification (ID) process through BCS website; AIG brochures placed at key areas in schools and Central Services; and copies of AIG plan

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distributed to schools and county office for public viewing, parent meetings, school open house sessions, and media outlets (See Appendix for English and Spanish versions).

2. Expand translation process into other languages as needed, especially Spanish, for other forms dealing with the AIG ID process, the Nurturing K-3 program, and testing information (See Appendix for English and Spanish parent letters, Nurturing Tips and Overview).

3. Schedule regular AIG Lead Teacher Meetings every quarter, or as needed, to review the ID process and related issues concerning multiple pathways provided the student meets the criteria and the portfolio component. The reading portfolio typically should include an analytical writing showing clear understanding of a novel or comparable genre of writing/research using multiple presentation methodologies with definite parts, like the outline, works cited/bibliography, end notes/footnotes, referral to text, oral presentation, technology component, and persuasive essay highlighting adequate support and counterarguments, or a creative work highlighting literary elements and story components, or a non-fiction prompt accenting synthesis of learning or critical analysis using primary and secondary sources. For the math portfolio, a problem-based learning product should demonstrate mastery of a math concept and/or application of math concepts to synthesize something new or to adapt to real-world situations/challenges using critical thinking where basic, realistic problems or situations must be solved using high-level math skills in the form of, but not limited to, a presentation, game, project board, Web Quest, etc. with technology embedded in some prominent fashion using charts, tables, or other visuals. Portfolio grades for elementary school must be at least 85; 90, for middle school (See Appendix for Alternate Pathways, Portfolio Information).

4. Host AIG interest meetings at the district and/or school levels to promote greater understanding of the AIG ID process with screening, multi-criteria sources, and performance components.

5. Provide AIG Q&A section on website addressing student identification.

6. Offer AIG Refresher Training for district schools at the beginning of each school year to ensure everyone understands the process for screening and identification.

7. Provide AIG In-House Certification Professional Development Training for interested faculty on major components of gifted education with emphasis on identification to build teacher force approved via AIG certification to teach AIG in the respective teacher's licensure area(s) (See Appendix for AIG In-House PD Information Letter).

8. Secure and store artifacts, AIG folders, approved testing materials, and student testing results on Summary Score Sheets at school sites and/or Central Services for accountability purposes (See Appendix for examples of both the ITBS and CogAT Summary Score Sheets).

9. Be inclusive of Talent Pool students who do not satisfy the ID criteria but who may be able to build that capacity in the AIG class if approved (See Appendix for Principal's Recommendation Form).

10. Share Nurturing Plans (K-3) at all district elementary schools in order to reinforce inclusiveness from all subgroups with fun and challenging lessons that enrich learning and tap or build AIG potential (See Appendix for Nurturing Forms).

11. Provide AIG tuition reimbursement and AP Summer Institute payments to encourage AIG licensure and better preparation for teachers assigned to Advanced Placement courses in the high-school arena so that these teachers have a broader view of the identification process.

12. Research Intellectually Gifted or IG identification and program service options.

Sources of Evidence: 1. AIG brochures

2. BCS AIG webpage on the BCS website

3. Meeting agendas about identification/screening process

4. Professional development meeting or workshop rosters about identification/screening process

5. Approved LEA AIG Plan

6. AIG Testing Summary Score Sheets from approved aptitude and achievement tests (See Appendix

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for Summary Score Sheets)

7. Student report cards
8. Teacher recommendation forms (See Appendix for Teacher Recommendation Form)
9. Teacher checklists (See Appendix for College of William & Mary Classroom Observation Scale, Revised and Teacher's Observation of Potential in Students (TOPS) checklist)
10. Principal Recommendation Forms (See Appendix for Principal Waiver Form for Talent Pool students)
11. District Nurturing Plans (K-3) (See Appendix for Nurturing Forms)
12. Portfolio Samples (See Appendix for Portfolio Information)
13. Generic Power Point presentation on AIG identification criteria
14. Rosters from such professional development and coursework activities, as AIG In-House Certification sessions, AP Summer Institutes, Pre-AP workshops, and AIG-Licensure reimbursements, workshops, and conferences
15. Site/AIG team meeting minutes and agendas
16. AIG student placement folders
17. Network contacts
18. Student independent study plans
19. Community activity student logs
20. Online reports
21. Student work study journals
22. Student internship logs, evaluations, and/or journals
23. Student interest inventories
24. Documentation of IG research and discussions
25. AIG student rosters showing AIG-identified students, AIG candidates, and Talent Pool students
26. Teacher rubric results on student performance
27. Documentation of virtual high school or dual enrollment studies
28. High-school course transcripts

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: 1. Provide differentiation strategies through enrichment, extension, and acceleration in district's "nurturing" K-3 practices at elementary schools via training in collaboration with the AIG teacher using possible program tools, such as PETS (Primary Education Thinking Skills), with available funding or other enriching lesson-plan opportunities based on student needs, interests, and class topics or themes (See Appendix for Nurturing Ideas and Overview of Nurturing Program).

2. Assess 2015 Stakeholder Survey data carefully. From the AIG Parent Survey, 96% believed that their AIG students received appropriately challenging curriculum assignments in their AIG class(es). 95% of AIG parents felt their AIG students were respected and that the AIG program built on their students' unique and special needs, skills, or talents. Further, 98% of AIG parents indicated they were generally pleased with the AIG program at their students' schools. From the district administrators' Survey, 87% felt their school's AIG or advanced studies programs (AP, Honors, Dual or Concurrent Enrollment) served those identified as AIG adequately based on the NC Standard Course of Study addressing advanced ability levels.

3. Provide differentiation through enrichment, extension, and acceleration for AIG-identified students as well as AIG candidates who are finalizing their AIG requirements for official AIG identification with their semester performance-based requirements (portfolio and AIG grade maintenance of B or 80 in AIG class(es)) as well as Talent Pool students, whom the principal has recommended using multiple criteria using slightly lower required grades, testing results, teacher recommendations, and student interest/expertise in specific areas or talents, attempting to address AIG class requirements for possible later AIG consideration if and when multiple criteria are met (See Appendix for Principal Waiver form for Talent Pool Selection).

4. Enlist AIG or Advanced Studies teachers whenever possible in PD opportunities, such as the AIG In-House Certification Program, or Pre-AP or AP refresher workshops or Summer Institutes that address differentiation techniques.

5. In order to adapt the NC Standard Course of Study K-12, research various differentiation strategies through such works as "Implementing RtI With Gifted Students: Service Models, Trends, and Issues: edited by Mary Ruth Coleman and Susan Johnsen; "Assessing Differentiated Student Products: A Protocol for Development and Evaluation" by Julia L. Roberts and Tracy F. Inman; "Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students" by Sally M. Reis, Deborah E. Burns, and Joseph S. Renzulli; "Differentiated Activities & Assessments Using the Common Core Standards" by Carolyn Coil; "Differentiation, RtI, and Achievement: How They Work Together" by Carolyn Coil; "Standards-Based Activities and Assessments for the Differentiated Classroom" by Carolyn Coil: and the many related booklets available in "The Practical Strategies Series in Gifted Education" by Prufrock Press.

6. Confer with principals, teachers, parents, and others about the acceleration of Early-Entry Kindergarten Placement for younger students if multiple placement criteria (required aptitude and achievement testing results of 98% or higher, authentic student work samples, two recommendations, and interviews to determine the best educational setting for the student candidate) (See Appendix for Early-Entry Kindergarten Packet and Sequence Chart).
7. Allow Credit by Demonstrated Mastery (CDM) of coursework by students in grades 6-12 when all criteria, such as an approved course exam and an approved authentic application student product implementing some important facet of the course objectives, for earning course credit have been met (See Appendix for CDM Plan).

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:**
1. Employ formative common assessments and review data sources in classrooms to determine students' instruction and learning levels.
 2. Conduct student interest inventories and learning style inventories as guides for offering additional possible courses, enrichment activities, and/or independent projects so that student choice and personalized learning can occur as often as possible.
 3. Develop lesson plans that include extended learning/enrichment opportunities for students who need them (See Appendix for IRP Lesson Plan and Learning-Focused Lesson Plan templates).
 4. Work with high-school AIG students to develop a four-year plan that will be reviewed periodically, or at least annually, that meets their identified abilities, readiness, and interests and then monitor progress via the high-school AIG-designated counselor.
 5. Consider gathering information gleaned from parent inventories or checklists about their AIG students to gain another learning perspective and gauge learning directions.
 6. Review 2015 Stakeholder Survey data. From the AIG Teacher Survey, 100% of them felt they were addressing the Common Core State Standards in challenging ways that engage, enrich, and accelerate.

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

- District Response:**
1. Apply such programs as Jacob's Ladder reading coursework from The College of William & Mary to augment curriculum and instruction.
 2. Participate in technology-based enrichment programs that allow for accelerated movement, such as Study Island, QUIZMO, Worldly Wise, Word Master, Junior Great Books, Vocabu-Lit, or other available programs.
 3. Use the Socratic or Paideia Seminar as a means of developing critical thinking, problem-solving, and higher level questioning strategies at various levels.
 4. Employ Creative Problem-Solving and Problem-Based or Project-Based Learning as rigorous best practices to enhance individual interests where "Thinking Out of the Box" is encouraged.

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5. Focus on Inquiry-Based Approaches as an effective method for higher-level questioning strategies.
6. Integrate Cooperative Group Work into lesson plans as a way to address different learning needs and interests with the benefits of teamwork contributing to participatory learning and collaboration.
7. Offer Kohlberg's Moral Reasoning for individual learning interests focusing on the "big picture" of decision-making experiences using intrapersonal and interpersonal skills.
8. Use Tiered Lesson Design and Scaffolding as a way of directing learning for those who need more structure using check points for assessment controls in the design.
9. Incorporate Marzano's Teaching Strategies focusing on higher levels of thinking as a best practice.
10. Utilize Thinking Maps as a visual organization tool to address learning needs and profiles so that students can recognize such results showing similarities, differences, detail construction, and cause and effect.
11. Model and encourage the use of Cornell Note-taking Practices as a resource for structuring learning priorities.
12. Incorporate Bloom's Revised Taxonomy and Webb's's Depth of Knowledge Domains into higher-order thinking for lesson-plan delivery moving from the basic cognitive knowledge level to that of synthesis with critical thinking skills calculating the cognitive domains of rigor from Level 1 (Recall and Reproduction) to Level 2 (Skills and Concepts) to Level 3 (Strategic Thinking) to finally Level 4 (Extended Thinking).
13. Review 2015 Stakeholder Survey results. From the 2015 AIG Parent Survey, 96% felt their AIG students' schools offered appropriately challenging curriculum assignments in the AIG class(es). 100% of AIG teachers felt strongly that they emphasized higher-order thought processes incorporating Bloom's Revised Taxonomy during instruction and particularly during questioning strategies.
14. Use such math-related programs as Geometer Sketch Pad Version 5, the Navigator System, Probeware, TI Nspire Calculator Systems, and Singapore Math to promote student success through individual pacing and acceleration with technology-driven approaches.
15. Consider additional technologically based resources, such as The Springboard Services published by the College Board's Pre-AP program for middle-school and high-school ELA (English/Language Arts) and math to add more rigor to the courses's expectations.

Practice D

Fosters the development of 21st century content and skills an advanced level.

- District Response:** 1. Research current findings on infusing higher-level content and awareness of 21st Century skills in various talent domains to determine how AIG students might place as multi-potential or otherwise for future talent profiles (See Appendix for Gifted Education, Common Core Standards, and 21st Century Skills' Form).
2. Foster creativity in multiple settings and domains in order to allow individuals to realize how their authentic thought processes or actual student products influence others or the global society to bring about new and advanced learning that promotes enrichment.
 3. Incorporate collaboration and team-building in curricular endeavors necessary for developing social skills and joint ventures globally.
 4. Assign portfolio projects, service projects, or problem-based projects in the AIG-identification process to infuse such important components as real-world learning, research, critical thinking, civic and economic literacies, and possibly health awareness as methods for experiencing personal learning in the global society as purposeful, intentional, and relevant.

5. Promote service-learning or community-service projects with a deliberate plan of action and realistic, legitimate short- and long-range goals for the 21st Century.
6. Develop a baseline for individual AIG student progress and needs assessment for real-world learning in local, regional, and global contexts.
7. Encourage real-world learning through internships, course selections, mentorships, community involvement, leadership seminars, and other unique opportunities whenever possible.
8. Record student progress in global, civic, economic, and health awareness via research, Socratic or Paideia Seminars, cooperative projects, debate teams, and other venues.

Practice E

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

- District Response:**
1. Utilize formative assessments to develop flexible instructional groups in classrooms to address students' instruction levels and differentiation needs.
 2. Adjust instruction in response to students' learning needs considering acceleration opportunities.
 3. Promote ongoing assessment as students work in various learning settings, such as independent projects, partner work, cooperative groups, and flexible instructional groups, as they engage in inquiry-based activities.
 4. Determine results of formative and summative assessments as students are permitted to use various modes of learning to achieve results, such as the kinesthetic or hands-on approach or the linguistic style, to enhance unique learning experiences for students in multiple ways.
 5. Provide students with instruction to support a variety of testing data, including high-quality valid standardized testing with national norms for reliable comparisons.
 6. Ensure that ongoing formative assessments are used to address needs assessment, coaching, and re-teaching through modeling and sharing as well as pre-assessments to determine learning and mastery levels (See Appendix for Key Points in Determining AIG Student's Engagement and Productivity).
 7. Enlist summative assessments when needed as reflections of student learning and mastery of content and skill.
 8. Gather reliable baseline data on student performance to determine student growth and needs assessment, such as that through the use of EVAAS (Student Value-Added Assessment System) or other available benchmarking/predictor programs.
 9. Refer to student portfolios, projects, collaborative outputs, and other related types of artifacts and products as a means of assessing 21st Century skills.
 10. Seek funding sources for updating or replacing versions of the present nationally normed, reliable aptitude and achievement tests that are available for AIG identification.
 11. Store in a secure area results of approved assessments, such as End-of-Grade or End-of-Course Testing as well as nationally normed and approved standardized testing, such as the Iowa Test of Basic Skills (ITBS) or the Cognitive Aptitude Test (CogAT).
 12. Continue to give the CogAT to third-grade students whose parents/guardians have given permission for testing en masse in February or the early spring of each school year to gather important testing data to help determine the best educational placement for those students starting in the fourth grade. This special testing will be overseen by the BCS Testing Department in conjunction with the AIG Director. Letters explaining how to interpret CogAT scores, percentiles (age-level and

grade-level), and stanines will be sent home to parents/guardians (See Appendix for CogAT General Interpretation Guide Letter).

Practice F

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

- District Response:** 1. Review stakeholder input from 2015 surveys carefully and note responses. 97% of AIG parents felt their AIG students were challenged and accepted by their AIG teachers. 95% of AIG parents also felt that their AIG students' schools respected and built on their AIG students' unique and special needs, skills, or talents. 96% of AIG teachers felt they were sensitive to the social and emotional needs of their AIG students. 79% of AIG teachers also felt they helped their AIG parents/guardians understand the special learning needs of their AIG students. 87% of district administrators felt their AIG and advanced studies teachers had adequate access to PD designed to address the unique needs of gifted student populations. 93% of AIG students felt understood and accepted by their AIG teachers. 84% of AIG students felt their AIG teachers recognized their special and unique needs, talents, and/or skills while 89% of AIG students felt accepted by their peers or fellow students whether they were considered gifted or not. These percentages indicate that the social and emotional needs of AIG students were important and were being addressed to varying degrees.
2. Research the social and emotional needs of gifted learners through studies from such authorities as Adderholf-Elliott to share with others (See Appendix for Ten Things Teachers Need to Know about Gifted Students; Gifted Students, Gifted Services, and Response to Intervention (Rtl); AIG Common Myths and Their Subsequent Truths; Giftedness Identifier Tips; and Managing the Social and Emotional Needs of the Gifted: The Eight Great Grips of Gifted Kids).
3. Encourage book talks about the affective domain with such booklets as "Social & Emotional Teaching Strategies" by Stephanie K. Ferguson, 2005.
4. Understand how to address the affective domain within the curriculum as essential to understanding how gifted students' social/emotional traits may include divergent thinking, over-excitabilities, super-sensitivities, adept perceptiveness, and entelechy or the actualization of potentiality or the inherent forces that control and direct one's activities and development (Lovecky, 1992).
5. Examine ways to encourage students to embrace their giftedness and intellectual capacities without their feeling the need to "be like everyone else" and thus deny those characteristics. In order to do this effectively, there must be a non-threatening classroom climate and school atmosphere that encourage, support, and respect high attainment and the abilities of the gifted and high-achieving sector ("The Social and Emotional Development of Gifted Children: What Do We Know?" eds. Neihart, Reis, Robinson, Moon, 2002).
6. Document the collaboration and assistance from support personnel, such as guidance counselors, outside resources, and other teachers, particularly those in the fine arts who recognize and encourage highly gifted artistic potential in visual art, instrumental and choral music, dance, theatre, and the humanities as their students develop their innate and acquired talents through much personal persistence and outside, genuine support from others.
7. Maintain conference notes in which the affective curricular and instructional practices supporting the social and emotional needs of AIG students are referenced (See Appendix for Conference Form).
8. Focus group discussion and seminar sessions with gifted students on such strategies as "The

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Eight Great Grips of Gifted Kids" (Zaffrann and Colangelo, Kaplan, and Feldman, 1985) (See Appendix for List).

9. Give interest inventories to help build a battery of information about the "whole child" so that certain topics or skills can be tapped as a resource support.

10. Share with colleagues and others "The 10 Most Common Myths of the Gifted: from the National Gifted Education Association so that they can understand the dichotomy that often exists (See Appendix for List).

11. Share with colleagues and others the multiple and diverse characteristics of giftedness and what giftedness actually means or includes so that they can become more vigilant in recommending student candidates for gifted consideration and in working with them to create a more responsive setting to build success.

12. Refer to resources, such as "The Gifted Kids' Survival Guides and Managing the Social and Emotional Needs of the Gifted: A Teacher's Survival Guide" by Schmitz and Galbraith.

13. Distribute "The Joy and the Challenge: Parenting Gifted Children: Readings and Resources by SENG (Supporting Emotional Needs of the Gifted) to parents of newly identified AIG students so that they can have access to important references and links as well as authentic student scenarios.

14. Work with colleagues to develop an affective curriculum map that shows common themes at various grade levels for introducing abstract ideas or emotions effectively in the classroom.

15. Provide a lending library with curriculum materials and other resources for teachers that highlight best practices for meeting the social and emotional needs of gifted students.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response: 1. From the AIG Teacher Survey of 2015, results show that 81% of AIG teachers feel their school's Nurturing Program (K-3) is making a positive impact on the K-3 students in such ways as critical and creative thinking and problem-solving.

2. Require from the 10 district elementary schools Nurturing Programs that are inclusive of all student sub-groups that have the same basic premise in developing fun but challenging programs to promote giftedness and encourage higher level thinking and problem solving.

3. "Pull out" designated students to promote giftedness using such multiple research-based materials with their younger students as PETS (Primary Education Thinking Skills).

4. Purposely develop a Nurturing Plan and sequence using at least three multiple criteria, such as results from Dibels or MClass, class overall averages, teacher recommendations, and writing samples, to determine which students from which subgroups will be a part of the Nurturing Program.

5. Share research-based information about Nurturing Programs, including themes and topics with facilitators (See Appendix for Nurturing Tips and Overview of Nurturing Program).

6. Communicate the purposes of the Nurturing Program including the length of time a student will be in a nurturing group, its lesson focus, and its multiple criteria for participation with parents using parent/guardian letters written in English and Spanish or other languages upon request (See Appendix for Nurturing Information Letters in English and Spanish).

7. Track the progress of young students (K-3) in each school's Nurturing Program and share information with parents/guardians as well as teachers as facilitators amass general data, especially that reflecting diversity by targeting the under-served student population (See Appendix for Checklist to Identify Gifted Underachievers and Traits of Gifted Students).

8. Differentiate activities for those being nurtured based on their skills, talents, needs, and special interests and abilities.
9. Research in order to gain a better understanding of the characteristics of the developmental, formative young years as they relate to academic and intellectual giftedness.
10. Designate the lead AIG teacher as the main overseer of his/her school's Nurturing Program to make sure adequate challenging materials are available and that the program is being administered with fidelity by its various facilitators.
11. Offer a presentation for staff meetings at elementary schools to give an overview and purposes for the Nurturing Program to encourage buy-in and ownership of responsibilities.
12. Share acceleration and differentiation strategies with K-3 teachers.
13. Develop rubrics or explanation forms that address each K-3 student's progress in the Nurturing Group over a period of pre-determined time (typically from 2-4 weeks).
14. Request periodic reports (possibly quarterly) from each elementary school's AIG Lead Teacher about the school's Nurturing Program for record keeping and auditing.
15. Share Nurturing Program ideas at AIG elementary school meetings to glean what is working at various schools and incorporate other ideas for program facilitation.
16. Use such resources as The College or William & Mary's Jacob's Ladder Programs, Bloom's/Marzano's higher-order thinking skills and question stems, Renzulli's methods for teaching the gifted, Candler's teaching resources, and Bright Ideas.
17. Participate in web quests and webinars as appropriate for the study and development of successful Nurturing Programs.
18. Differentiate curriculum of the K-3 student population as needed via flexible grouping, cooperative grouping, compacting, mentoring, and grade skipping when there is adequate support for doing so to address different high-level skill levels or needs.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

- District Response:**
1. Safeguard time for collaboration among personnel for planning advanced content and troubleshooting as issues arise in PLC's (Professional Learning Communities) by DuFour Models or PD sessions.
 2. Establish clear roles for various personnel to support advanced learners with AIG and other advanced studies teachers (AP, Pre-AP, and Honors) leading the way.
 3. Facilitate continuous site-team meetings to ensure collaboration among and between those supporting advanced learners using guiding questions that promote differentiation and acceleration.
 4. Maintain an AIG Shared K File or Google Docs to encourage collaboration with special AIG rubrics, portfolio structures, work samples, forms, etc.
 5. Provide training for classroom teachers on how to use various district and statewide assessment data to support all students.
 6. Develop and distribute to testing coordinators, teachers, administrators, and parents/guardians the CogAT General Interpretation form that explains percentiles based on age-level and grade-level, stanines, and scale scores, especially when administering this aptitude test to third graders en masse (See Appendix for English and Spanish Versions of CogAT General Interpretation Form).
 7. Develop instructional guides and pacing guides for each served grade level that include, but are

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not exclusive to, portfolios, novel units, varied projects adapting Howard Gardner's multiple intelligences and learning styles, cross-curricular connections, vertical and horizontal teaming, thematic units, extended math and reading activities, math problem-solving competitions and projects, creative and analytical research, and general essays all with a technological component or foundation.

8. Recognize inclusion and co-teaching as best practices in addressing needs assessment and differentiation.

9. Respect accommodation needs specified in a student's IEP (Individualized Education Plan) based on the Individuals with Disabilities Education Act (IDEA) and 504 Plans based on Section 504 of the Rehabilitation Act of 1973.

10. Collaborate with the Exceptional Children's Director to provide PD opportunities when possible to address twice-exceptional AIG students and differentiated curriculum and instruction.

11. Include in the DEP (Differentiated Education Plan) of AIG students any specific goals or accomplishments that might address both their gifts and possible disabilities if they were classified as twice-exceptional (See Appendix for Placement and DEP).

12. Provide PD sessions on the Learning-Focused Lesson Plan structure that allows for differentiation, extension, acceleration, and enrichment in implementation practices (See Appendix for Learning-Focused Lesson Plan)

13. Offer AIG In-House Certification sessions to interested teachers who wish to earn AIG Certification in order to teach AIG in BCS schools in their state-licensed areas through this process in which differentiated curriculum and instruction are primary components.

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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: 1. Meet annually, or more often as needed, with students, parents/guardians, and others, such as administrators, counselors, regular teachers, other support personnel, or outside agencies as needed to review each identified AIG student's DEP (Differentiated Education Plan) with comments affixed. At the high-school level, designated AIG counselors oversee this DEP process to affirm that all AIG-identified students have their annual conference. At the elementary or middle-school levels, AIG teachers, especially the Lead AIG Teacher, oversee this process. During these parent/guardian meetings, discuss the portfolio process and how it is important to the performance-based aspect of AIG identification (See Appendix for Portfolio Guidelines).

2. Use appropriate DEP forms for indicating recommended four-year pathways to allow students to experience their educational rights in the best possible educational setting where individual needs assessment lends itself to appropriately differentiated curriculum and instruction. This will ensure that the four-year high-school plan places AIG students in the more rigorous courses, such as Pre-AP, AP, and Honors, as well as other courses of interest, such as the fine arts or CTE (See Appendix for DEP Annual Review Guidelines, Placement and DEP Form, and Parent Contact Form).

3. When all AIG-identified students have had their DEP's, the Lead AIG Teacher (elementary or middle school) or AIG-Designated Counselor (high school) will be responsible for gathering AIG teachers' or other high-school counselors' signatures, including the principal's, with corresponding

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dates on the DEP Accountability Form to send to the AIG Director to ensure accountability and compliance (See Appendix for DEP Accountability Form).

4. Provide suggested comments that are specific and measurable for DEP conferences that highlight both strengths and accomplishments as well as denote areas needing improvement or further emphasis (See Appendix for DEP Annual Review Guidelines).

5. Arrange meetings and/or PD sessions between AIG feeder teachers in the transition grades (5th and 8th) and their receiving teachers in the 6th and 9th grades to share insights about the AIG students' academic plans requiring differentiation in the form of such practices as extension, enrichment, Course Credit by demonstrated Mastery, curriculum compacting, grade telescoping/skipping, dual or concurrent enrollment, independent studies, mentorships, internships, cross-grade grouping, pullouts, consultative enrichment, interest studies, etc. to address special talents as well as academic and intellectual gifts.

6. Review the DEP and student curricular plans annually, or more often as requested or needed, to ensure effective programming, a continuum of services, and successful school transitions.

7. Ensure any twice-exceptional AIG student has his/her needs in the spectrum addressed with the DEP and possible IEP (Individualized Education Plan) that complement each other.

8. Establish meetings with parents/guardians about the DEP and course planning associated with rigorous course placement with differentiation stressed.

9. Review 2015 Stakeholder Surveys about the DEP process for effective programming noting that 72% of AIG parents felt their AIG students' AIG teacher(s) provided information and resources to them that helped them understand the special learning needs of their students; however, 100% of AIG teachers felt that the DEP conference process specifically addressed major student strengths and possible weaknesses. 80% of district administrators felt their AIG or advanced studies parents/guardians had been provided specific information about the purpose and expected outcomes for challenging courses via assemblies, conferences (DEP), handouts, etc. 81% of AIG students felt their AIG teachers helped them understand their placement and progress

Ideas for Strengthen the Standard: 1. Offer professional development (PD) district-wide as well as at the school level as well as through the AIG In-House Certification Program to address differentiation so that challenging, rigorous, and relevant curriculum and instruction K-12 will result. 2. Provide differentiation strategies through enrichment, extension, and acceleration in the county's Nurturing Program K-3 by sharing resources, lesson plans, selection processes, communication methods, and grouping practices(See Appendix for Nurturing Ideas and Overview of Nurturing Program). 3. Enlist AIG and other advanced studies teachers (Pre-AP, AP, Honors, Nurturing) whenever possible in professional development opportunities outside the district through conferences, seminars, AP Summer Institutes, Pre-AP Workshops, etc. that address differentiation techniques and other AIG issues. 4. Research various differentiation strategies and share those with AIG and advanced studies teachers. 5. Disseminate Pacing Guides as planning guides aligned to the Common Core. 6. Schedule DEP conferences at least annually with parents, AIG students, and others when needed to discuss measurable data related to student growth highlighting areas of strength or accomplishment as well as possible other areas that might need improvement or focus. 7. Confer with principal, teachers, parents, and others as needed about the acceleration of the Early-Entry Kindergarten Placement program for younger students by noting its multiple criteria

components (required aptitude and achievement testing results of 98% or higher), a variety of authentic student work samples, two recommendation letters, and later interviews (See Appendix for Early-Entry Kindergarten Packet and Sequence Chart).

8. Allow Credit by Demonstrated Mastery (CDM) of coursework by students in grades 6-12 when all criteria have been met and documented through both stages of its implementation--an approved exam score and a required authentic student work product showing an understanding of the basic course objectives and their implementation possibilities to be scored by teachers with expertise using an approved rubric (See Appendix for CDM Plan).

9. Encourage any high-school teacher being assigned to teach an AP course to participate in an AP Summer Institute or refresher training/workshop in order to become better prepared to teach the course successfully so that students have a greater chance of success, especially with earning Levels 3 or 4 on their respective AP exams, so that they might earn possible college course credit or other college privileges, such as being able to skip a course or having the exam serve as a prerequisite for other higher level courses.

10. Consider, if possible, adding more stringent criteria or prerequisites for high-school students wanting to take Honors or AP courses so that they are fully aware of and better prepared for the workload and rigorous expectations.

Sources of Evidence: 1. Student Interest and/or Learning Style Inventories

2. Pacing Guides

3. AIG IRP K-12 Lesson Plans

4. PETS (Primary Education Thinking Skills) program information including student workbooks and teacher guides

5. Other program information based on unique opportunities, such as Math Olympiad, Junior Great Books, Young Authors' Competition, Math Superstars, Duke TIP activities, Math 24, Quiz Bowl, Science Olympiad, Odyssey of the Mind, Math Counts, Geography Bee, Word Master, Worldly Wise, Future Problem-Solving, Vocabu-Lit, and others

6. Annual DEP Review and Conference documentation

7. LEA's AIG Plan and Surveys

8. Student work products and selected assignments

9. Student journals or logs from internships, mentorships, or independent studies

10. Nurturing forms from elementary schools

11. Approval forms for Early-Entry Kindergarten Enrollment

12. CDM documentation, including student products and testing results

13. Teachers' lesson plans

14. Copies of standardized test results and test booklets, such as ITBS (Iowa Test of Basic Skills) and CogAT (Cognitive Abilities Test), as well as state tests, such as EOG (End-of-Grade) or EOC (End-of-Course).

15. DEP (Differentiated Education Plan) Conference Forms.

16. Library of Selected Journals and Books of Research, Practice, and Implementation at the school site and in the office of the Director of Fine Arts & Advanced Studies.

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: 1. Review the 2015 Stakeholder Surveys. 93% of district administrators felt information about AIG or advanced studies PD sessions, including workshops, conferences, in-house AIG-certification modules, seminars, refresher courses, tuition reimbursement credits, as well as student programs (Governor's School, Presidential Scholars, Duke TIP, etc.) was shared with their teachers by the AIG Director.

2. Understand that the AIG Director's job description covers multiple areas and programs; however, the program of AIG/Advanced Studies is one of the most important areas of her supervision and direction. Because the Director's office is centrally located at the Board of Education, she can schedule visits to district schools to ensure that the district AIG program is both efficient and effective. Otherwise, the AIG program could be subject to decentralized, segmented areas of concern that could result in less equity, oversight, and cohesiveness.

3. Set by the AIG Director, all AIG Lead Teachers will meet every quarter, or more often as needed, and help develop AIG PD for the district and at school levels, assist with random internal audits of AIG folders, headcounts, etc., and complete all required AIG paperwork. The Director will present at leadership sessions with principals and other administrators information and updates about AIG matters and serve as the main contact with central administration.

4. At the elementary and middle-school levels, expect the Lead AIG Teacher to serve as a conduit between the AIG County Director and other school-level AIG teachers where actively assigned.

5. At the high-school level, work with AIG-Designated and AP-Designated Counselors and AP Lead Teachers as well as Instructional Coaches overseeing Honors Portfolios. These contacts will work with the AIG Director to monitor advanced coursework, especially as it is related to AP and Honors coursework, for consistency of purpose. Honors portfolio accountability forms will be kept in a secured area by the AIG Director to ensure that the honors courses are taught at an intensity that deserves an added 0.5 quality point more on the student's weighted GPA high-school transcript report (See Appendix for Honors Accountability Form).

6. Approve each AIG student's folder and especially his/her portfolio(s) before official AIG identification is entered into Power School for headcount purposes by the AIG Director (See Appendix for Student Eligibility Entry Form).

7. Prepare a chart of Lead AIG and AP Teachers as well as AIG- and AP-Designated High-School Counselors.

8. Keep current a district BCS list of AIG-licensed personnel with matches to PRC 034 (AIG State Budget that pays for 10.5 AIG positions in the elementary and middle-school levels as well as matches to PRC 001 (Local Budget that pays for three additional AIG positions at the elementary and middle-school levels). Other AIG positions are paid for from various funding and split-funding sources since AIG teachers typically also serve/teach the general education in various ways.

9. Collaborate with other district leadership to synergize efforts on behalf of gifted students.

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10. Advocate for gifted education through meetings and PD sessions to gather support for the AIG program and monetary resources needed for differentiation needs.
11. Participate actively in regional/area meetings, PD opportunities via webinars or other venues, as well as local and statewide conferences or other initiatives to support gifted programs.
12. Ensure that the AIG Director has AIG licensure and is current on gifted research and continued professional growth.

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

- District Response:**
1. Assist principals with assigning AIG Lead Teachers and AIG Teachers/Specialists to support the AIG program and its students.
 2. Clearly define the roles of AIG Lead Teacher, AIG-Designated or AP-Designated High-School Counselor, and AIG teachers/specialists as to services and resources for accountability.
 3. Ensure AIG teachers/specialists provide direct services and resources that address the academic, intellectual, social, and emotional needs of AIG students and indirect services and resources to families and other school and district-wide instructional staff. One example is the distribution of the SENG (Supporting Emotional Needs of the Gifted) 2011 booklet entitled "The Joy and the Challenge: Parenting Gifted Children: Readings and Resources" to parents/guardians when a student has met all his/her AIG-identification criteria and is officially identified as AIG.
 4. Expect that AIG Lead Teachers work with AIG teachers/specialists to ensure fidelity to the AIG Plan and report any concerns to the AIG Director.
 5. Provide current research and relevant AIG readings and resources to each school's AIG Lead Teacher to share with the AIG staff and other interested personnel.
 6. Provide opportunities for the AIG Lead Teachers to develop leadership capacity and systematic and improved programming efforts at the district, region, and/or state levels by presenting programs and other means possible.
 7. Review the 2015 AIG teachers' Survey which discovered that 79% felt they helped parents/guardians of AIG students understand the special learning needs of their AIG students and that 81% of AIG teachers also indicated that they routinely shared information, resources, and opportunities with the AIG parents/guardians that addressed the academic, intellectual, social, and emotional needs of gifted learners. 96% of AIG teachers felt they had opportunities to participate in AIG-related PD addressing the academic, intellectual, social, and emotional needs of gifted learners.
 8. Maintain especially current AIG licensure requirements and/or LEA PD expectations for AIG and AP teaching compliance and provide tuition reimbursement when funding permits (See Appendix for Prior Approval Form for Tuition Reimbursement).
 9. Meet quarterly, or as needed, as an AIG or AP team to share best practices and successes that address the academic, intellectual, social, and emotional needs of gifted learners.
 10. Work with principals and AIG teachers with scheduling issues to ensure homogeneous AIG classes in the areas of service (reading/English Language Arts and math) and clustering groups where ideally six or more AIG students are assigned in groups to other general education classes where possible to promote the best educational placement for AIG students.
 11. Remain current with the best practices of gifted learners through PD, such as, but not limited to, NCAGT (North Carolina Association for the Gifted and Talented), online course work, countywide staff development, college/university special programs, various AP Institute site work, workshops, and

conferences.

12. Expect the AIG Lead Teachers to help develop testing lists of potential AIG candidates for the AIG Director to review and schedule testing sessions.

13. As an incentive to being responsible for the many job tasks and extra required paperwork assigned to the AIG Lead Teacher, continue to propose an annual stipend from a local funding source.

14. Offer a professional substitute day paid for from the AIG Budget for AIG Lead Teachers so that they can audit their AIG folders in the school vault, schedule appointments for DEP conferences, determine AIG testing needs, perform other required duties and tasks as they relate to AIG matters while they are still physically present on their respective school campuses.

15. Offer a professional substitute day paid from from the AIG Budget for new AIG teachers or other AIG teachers needing additional support or resources on particular areas to observe AIG colleagues at their respective schools or other district schools as needed to garner ideas, strategies, resources, and other important data to assist them in their own AIG professional growth.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: 1. Develop clear expectations for all roles of the AIG and AP staff and other related personnel regarding the skills, knowledge, and understanding needed to work with AIG learners.

2. Provide targeted PD in a variety of formats whenever possible for each of the various stakeholder groups, such as parents/guardians, regular teachers, AIG/AP teachers, counselors, administrators, and special education teachers to help personnel understand the characteristics and diverse needs of gifted learners and the local AIG Program.

3. Ensure that direct program services of identified AIG students are provided by AIG-licensed or AIG-certified staff. The Human Resources Coordinator will provide an updated AIG-licensed personnel list. The AIG Director will have a complete AIG-certified list as well. This AIG In-House Certification program has been approved for expanding the knowledge base of teachers who work with AIG students in some capacity so that they have a greater understanding of the multiple, diverse components of gifted education. This In-House Certification PD covers seven modules and provides 30 hours or 3.0 CEU's of training covering such topics as the overall gifted program; gifted characteristics; identification processes; addressing the affective domain (social and emotional needs) of the gifted; designing programs and services using enrichment, extension, and acceleration; curriculum, instruction, and assessment in the cognitive domain; and assessing the effectiveness of programs for gifted learners for accountability and compliance. In addition to class work via cooperative groups and class collaboration, there are extension activities that involve reading, essay reflecting, designing lesson plans, conducting case studies, presenting oral presentations, analyzing various practices and readings, force-field analysis, and other activities. Class discussion is essential to this process. After satisfactory completion of all activities, an AIG certificate is awarded to the participants along with 3.0 CEU's. This certificate allows the teacher to teach AIG in his/her state-licensed area(s). Additional follow-up PD is expected to extend professional growth as an on-going best practice.

4. Offer AP Institute Training for prospective AP teachers and refresher seminars for other AP teachers paid for from the AIG budget when funding is available to address best practices and strategies for curriculum delivery to promote AP exam success.
5. Survey all staff with a self-assessment or needs assessment tool that will provide areas for in-service training and special needs.
6. Review all 2015 Stakeholder Surveys. 93% of all district administrators felt their teachers had access to PD designed to emphasize differentiation, and 93% felt their teachers had access to PD designed to address the unique needs of gifted student populations. Again, 93% of district administrators felt the AIG Director provided information about AIG or advanced studies and other workshops, conferences, seminars, and refresher courses necessary for professional growth for their staff. 99% of AIG parents felt their children's AIG teacher(s) appeared to be qualified to teach their children. 92% of AIG teachers felt the AIG In-House Certification Program was an important component to expanding teacher knowledge of gifted education and building capacity for teaching AIG classes in their district.
7. Research best practices and research-based strategies in order to build a strategy or "Best Ideas' Bank" to share with others.
8. Input forms, rubrics, lesson plans, resources, portfolio ideas, units of study, and other related items on the Shared K Drive or Google Docs for all AIG teachers to use or modify for their lesson delivery to expand professional learning networks.
9. Share ways for implementing differentiated services more effectively for gifted learners.
10. Establish learning environments that encourage the gifted learner to meet his/her potential based on relevant PD.
11. Confirm that teachers of gifted students, possibly those in cluster groups, have adequate training in gifted characteristics and differentiation strategies in order to be more cognizant of their students' potential in learning.
12. Promote giftedness in Talent Pool students placed in AIG classes by the principal and those young children in the K-3 Nurturing Program after participation in PD about AIG.
13. Form AIG, Honors, and AP PLC's that meet possibly on PD days, or at other times as needed, as a school and district network for sharing important curriculum information to challenge and enrich student learning and enable more effective teaching strategies.
14. Continue to offer funded opportunities for teachers to receive AP Summer Institute training sponsored by College Board or other training for Pre-AP and AP via workshops and refresher courses pending funding availability.
15. Continue to offer AIG-licensure tuition reimbursement pending funding availability.
16. Make sure that high-school teachers assigned to teach AP courses have the College Board training prior to teaching the AP course when possible.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: 1. Work with school principals to examine teacher assignments of general education courses to ensure the teachers have either an AIG license from an accredited Institute of Higher Education (IHE) or an AIG certificate (LEA's PD local endorsement requirement).

2. Cluster AIG students with AIG-licensed or AIG-certified general education teachers. Clustering would ideally indicate six or more AIG students in each general education class of those areas not directly served by AIG, such as social studies, science, health/physical education, fine arts (visual art, dance, theatre, instrumental music, or choral music), CTE, JROTC, etc.
3. Work with general education teachers who have AIG students assigned to their classes with a Consultative AIG Status meaning that the AIG-identified student has not maintained the minimum requirements for remaining as an active participant in good standing in the established AIG class(es) due to overall AIG class averages going below a B or 80 and/or the portfolio grade being below 85 (elementary school) or 90 (middle school). After multiple student and parent contacts, an Action Plan would have been developed with specific responsibilities being assigned to the teacher, parent/guardian, and student. There would be a reconvene date set as well to evaluate student progress. If the AIG student has not made satisfactory progress, the Consultative Placement would be put into motion for at least one grading period or nine weeks with the AIG teacher and the general education teacher determining a differentiated academic plan personalized for that student which would be monitored per the Consultative Plan. There would also be set meetings between the AIG student and the AIG teacher at various check points. After a determined period of time in the general education class, the AIG student could earn his/her way back into the AIG class if he/she were to earn an overall A or 90 in the general education class and demonstrate the capacity and willingness to work in the AIG class (See Appendix for Conference Form/Action Plan and Consultative Plan Form).
4. To promote AIG training, provide AIG Tuition Reimbursement for those teachers satisfactorily earning AIG add-on licensure when funding is available.

Practice E

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

- District Response:**
1. Survey district stakeholders annually, or as needed, to determine needs assessment for PD training and determine ways to provide this training through a coordinated approach including the Staff Development Coordinator and the AIG Director.
 2. Integrate AIG best practices and research-based strategies within other PD initiatives across the district for K-12 AIG students.
 3. Connect the needs of gifted learners with the goals of the School Improvement Plans of each district school and align PD activities accordingly.
 4. Utilize AIG staff and especially AIG Lead Teachers to cover AIG topics, such as gifted characteristics and myths, using current research and models for their school site staffs (See Appendix for Gifted Characteristics and Gifted Myths).
 5. Consider ways to share resources when designing and delivering PD with other school districts.
 6. Allow AIG teachers to participate in PD while at region workshops, state conferences, and other venues to support best practices and state/national standards.
 7. Ensure that the AIG perspective is incorporated into any district-wide vision, mission, or strategic priorities.
 8. Review 2015 Stakeholder Surveys. 85% of AIG teachers felt their administration supported their AIG classes/program. 94% of AIG parents felt the administration of their children's schools were supportive of the AIG program. 60% of district administrators described their personal level of understanding of the six non-negotiable AIG State Program Standards (revised in October 2015) as

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high or moderate.

9. Maintain AIG licensure or AIG certification of AIG coursework by the teacher of record in the AIG-designated classroom.

10. Maintain AP training via AP Institutes or Refresher Seminars or workshops by those teaching AP courses at the high-school level whenever possible.

11. Remain current with best practices and theories for addressing gifted learners more effectively.

12. Encourage AIG licensure or AIG In-House Certification or AP-Certified training for other teachers in an effort to build capacity at school sites and extend the gifted learning pool.

13. Pursue locating AIG/Advanced Studies funding whenever possible as an incentive to reimburse tuition costs for AIG licensure and other related costs associated with AP Institutes set by the College Board when possible (See Appendix for Prior Approval Form for Tuition Reimbursement).

14. Provide PD opportunities for the general teaching population whenever possible about such topics related to more effective gifted teaching as differentiation, acceleration, enrichment, and extension methodologies.

15. Promote differentiation strategies, especially in classrooms not homogeneously AIG but instead cluster-grouped with AIG learners, particularly for those courses other than reading/English Language Arts and/or math.

Practice F

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

District Response: 1. Promote collaboration for AIG Lead Teachers and other AIG teachers to meet at quarterly district meetings, district PD sessions, and conferences or workshops as AIG teacher teams.

2. Encourage the AIG Director and/or AIG Lead Teachers to observe, model, and coach their AIG colleagues as they focus and reflect on AIG best practices and effective classroom strategies to accelerate, extend, and enrich learning.

3. Offer for the AIG budget to pay for substitutes to allow new AIG teachers or those wanting to observe more experienced AIG teachers to have a professional day to visit another AIG setting at their own school or at another district school in order to glean ideas from class set-up, resources used, classroom delivery, focusing activities, questioning strategies, etc.

4. Utilize district-wide PD days to offer AIG sessions focused on certain AIG components.

5. Support district and school AIG, AP, or Honors PLC's to promote AIG needs.

6. Encourage collaboration between AIG and general education teachers to exchange AIG suggestions for differentiation and expectations.

7. Incorporate technology tools into AIG, AP, and Honors PD at the teacher level and then at the student level in the Advanced Studies classroom as those students learn how to research and present important authentic student products.

8. Develop opportunities for vertical and horizontal planning at quarterly AIG meetings and at district-wide venues.

9. Share the AIG district meeting schedule with others to encourage all AIG staff and all other interested personnel to attend the quarterly AIG Lead Teacher meetings to build capacity and transparency in order to extend learning of AIG components via open public information gatherings.

Ideas for Strengthen the Standard: 1. Provide AIG In-House Certification Training for interested teachers and other employees in an effort to expand the knowledge base about AIG identification, characteristics, differentiation practices, program components, performance-based criteria, assessments, and other AIG information.

2. Work with the Human Resources Coordinator to ensure that only licensed or certified AIG personnel are teaching in the AIG service areas for reading/English Language Arts and math or in other general education courses where AIG students are clustered in groups of six or more ideally.

3. Develop additional AIG PD as a refresher seminar for all AIG staff.

4. At each AIG Lead Teachers' meeting, share current research and target strategies and practices that would be helpful in classroom delivery of instruction and learning.

5. Encourage and allow AIG Teacher Presenters to lead PD or meetings as transporters of information gleaned from conferences, workshops, and webinars for their colleagues.

6. Work with high-school administrators, high-school counselors, AP teachers, and Honors teachers with scheduling and course selections as much as possible to ensure that the most qualified teachers are in place or that additional training will be provided as needed, such as that offered through College Board for Pre-AP and AP refresher sessions or AP Summer Institutes or workshops.

7. Consider offering the local AIG In-House Certification PD online or at least part of it via Edmodo or another platform.

8. Form AIG, Honors, and AP PLC's that meet periodically (possibly on PD-designated days and other days as needed) to share ideas both within the school site and across the district and develop rigorous lessons that challenge and enrich learning.

9. Continue offering teachers AP Institute Training and other related workshop or refresher sessions' training, including that for Pre-AP, to help extend their particular teaching bases for best practices and research-based study.

10. Encourage more teachers to become AP readers so that they can form a broader perspective on what and how items are being assessed in the evaluation process that might be incorporated in the AP course study and exam preparation.

Sources of Evidence: 1. Meeting rosters, agendas, and minutes including vertical (same grade level or subject) and horizontal (multiple grade levels of same subject) planning, PLC's, and other configurations for collaboration

2. Exemplar lesson-plan focus on differentiation with acceleration, enrichment, and extension as well as higher levels of critical and creative thinking and problem-solving

3. List of BCS AIG-licensed and AIG-certified personnel with matches to PRC 034 (state budget) and PRC 028 (local budget) for funding a set number of AIG teacher salaries at the elementary and middle-school levels based on current state allocations and school headcount figures

4. Chart of current Lead AIG and AP Teachers as well as AIG-and AP-Designated High-School Counselors

5. Current agenda calendar of events showing District AIG Director's presence at district schools in meetings, planning sessions, student testing, parent meetings, faculty sessions, PD workshops, and other events

6. Records of licensure and certification coursework with LEA-specific PD expectations

7. Transcripts and program notes with agendas, where available, concerning PD and coursework

8. Verification of Continuing Education Units (CEU's) and/or certificates (placed in confidential personnel files) from PD sessions with record history on BCS website for staff retrieval and downloading

9. List of websites and supplementary resources housing pertinent information

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10. Current Chart of District AIG Staff assignments
11. PD plans, materials, and literature resources, including technology platforms, where needed
12. Samples of professional literature including current research about AIG and AP
13. Agendas, conference and workshop notes, AP Summer Institute information, and other documentation related to AIG and AP learning
14. List of recommended resources for addressing 21st Century skills and content at advanced levels
15. Record of professional leave for AIG or AP teachers to observe "seasoned" colleagues at their respective schools or at other district schools to promote networking and collaborating to share ideas for best practices and effective strategies

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: 1. Review all 2015 Stakeholder Surveys. 87% of district administrators felt their teachers addressed the unique needs of gifted student populations while 95% of AIG parents felt their school's AIG program respected and built on their children's unique and special needs, skills, or talents. 98% of AIG parents felt generally pleased with the AIG program in meeting the various needs of their students. 96% of AIG teachers felt they were sensitive to the various needs of gifted students while 84% of AIG students agreed with that finding.

2. Develop AIG programming and services across all settings for the K-12 continuum.

3. Encourage AIG teachers to coach general education teachers and/or present PD in staff or district settings about the academic, intellectual, social, and emotional needs of gifted learners.

4. Provide access to information on students' DEP's to those who have a need to know (See Appendix for DEP Forms and Guidelines).

5. Work with general education teachers to provide services for all students, and especially gifted learners, that encourage the development of critical and creative thinking, problem-solving, and other 21st Century skills.

6. Consider providing service options for AIG students, such as an AIG Self-Directed study including a reflection log or journal for students who have an interest in a specific area they would like to explore with guidance from the AIG teacher to promote self-initiated and self-directed learning and responsibility as well as promote effective inquiry and investigation skills.

7. Address the intellectually gifted program by considering approaches through such possible avenues as fine arts, technology, content-enriched activities, interest portfolios, mentorships, internships, and athletic endeavors.

8. Deliver PD sessions by the Director of Advanced Studies based on addressing the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings (See Appendix for AIG In-House Certification Program Cover Letter).

9. Develop a K-3 Nurturing Program at all elementary schools that promotes critical thinking and problem-solving in a non-threatening environment (See Appendix for Nurturing Ideas and Program Guidelines).

10. Gather empirical data as allowed from all levels about gifted students to develop a plan of action when warranted through observations (See Appendix for action Plan/Conference Form.)

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: 1. Review all 2015 Stakeholder Surveys. 60% of district administrators felt there was enough funding for advanced studies courses from the LEA. 100% of AIG teachers indicated they routinely adjusted their instruction in response to students' learning needs for acceleration opportunities while 93% of AIG teachers also felt their AIG students had access to appropriate materials and resources that were relevant to their individual learning capacities. 78% of AIG students felt their AIG teachers took into consideration their different ability levels when assigning projects and other work. 96% of AIG parents felt their AIG students received appropriately challenging curriculum assignments in the AIG class(es) that met the goals of the program.

2. Develop DEP's annually, or more often as needed, that show how gifted programming and services align with students' demonstrated needs (See Appendix for DEP Form and Guidelines).

3. Share resources through such avenues as the Shared K Drive or Google Docs, the Central Services' gifted library, each school's AIG and AP library resources, generic visual presentations and other technological services and tools, AIG brochures, and pacing guides that show clear alignment with programs and services.

4. Make available AIG Program Goals that are considered Public Information on the BCS website or in the shortened reader-friendly AIG Brochure available at all school sites as well as at the Board of Education (See Appendix for AIG Brochure).

5. Use curriculum compacting to allow students to accelerate units based on pre-assessments or formative assessments showing mastery of learning as needed in the AIG class(es).

6. Form subject or theme grouping for acceleration and/or enrichment.

7. Allow independent study where needed to align program and goals.

8. Confirm that proper scheduling of AIG students, particularly at the high-school level, has occurred in the more rigorous courses, such as Pre-AP, Honors, and AP.

9. Consider dual or concurrent enrollment or virtual high-school enrollment when scheduling.

10. Employ Consultative Services as warranted according to the AIG guidelines.

11. Permit project-based or service-based learning as needed to address alignment of program and services to goals.

12. Encourage collaborative groups where needed to address program needs.

13. Consider grade skipping/telescoping or compacting judiciously as warranted.

14. Encourage mentorships or internships where applicable to address program goals and services.

15. Hold conference with students, parents/guardians, and counselors to develop a four-year high-school plan where goals are aligned to student skills, talents, needs, and abilities.

16. Consider students' applying for Early College entry if that non-traditional school site appears to be the most appropriate educational setting for a particular student's needs.

17. Review the official AIG headcount annually, or more often as needed, to determine if students listed are receiving appropriate AIG services through identification.

Practice C

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

District Response: 1. Collaborate with other general education teachers and programs to find commonalities in curriculum mapping using both vertical and horizontal planning.

2. Intentionally address the needs of AIG learners with district policy and initiatives to ensure that the

AIG/Advanced Studies Programs are considered as decisions are made.

3. Meet with administrative teams at Learning Leadership Council meetings or Principal meetings to make sure the needs of gifted learners are addressed through scheduling of classes, resources and programs to be used, and other ways as deemed necessary to ensure compliance and equity.
4. Ensure that AIG is represented on the agendas of committees and other groups at various school and district meetings and Board committees (policy, finance, curriculum, and operations).
5. Review all local Board of Education policies that relate to AIG to ensure that those policies are effective and based on current best practice to ensure equity and the best educational setting for all students or make recommendations for new policies if needed.
6. Align the gifted curriculum resources with the LEA instructional program (K-12) with attention to suggested pacing guides and timelines.
7. Share opportunities for curriculum development that would be integral and connected to the total instructional program with other LEA's at region meetings or other collaborative settings.
8. Review all 2015 Stakeholder Surveys. 96% of AIG parents felt their AIG children received appropriately challenging curriculum assignments in their AIG classes as compared to the general education coursework. 87% of AIG students felt better prepared to take the EOG (End-of-Grade) tests or other types of testing due to the high expectations of their AIG classes. 100% of AIG teachers felt they had addressed the Common Core Standards in challenging ways that engaged, enriched, and accelerated learning in the instructional program. 87% of district administrators believed their AIG or Advanced Studies teachers understood and implemented challenging and rigorous curriculum in their classes that promoted critical and creative thinking.
9. Encourage the use of arts-integration practices as a strategy to address learning styles, multiple intelligences, brain-based learning, cross-curricular teaching and reinforcement, as well as creative intelligences.
10. Aid students to progress in AIG-identified course areas through differentiated strategies that are clear, consistent, and comprehensive.
11. Encourage AIG students to enroll in challenging course work, such as Pre-AP, Honors, or AP, in high school.
12. Discuss other options for AIG students who qualify for compacting classes, earning Course Credit by Demonstrated Mastery criteria, shared programs online, concurrent or dual enrollment, virtual high-school enrollment, independent study, mentorships, internships, service learning, and others.
13. Offer PD opportunities when available for all AIG and AP personnel and other interested general education personnel to develop and maintain consistency throughout the BCS AIG program.
14. Determine in what area acceleration, enrichment, or engagement will align to enrich the needs of gifted students regardless of class assignment.
15. Develop and implement AIG programs that will enhance and enrich the NCSCOS (NC Standard Course of Study)/Common Core by addressing gifted characteristics and best practices in gifted services for gifted children.
16. Develop Shared K Drive or Google Docs units to distribute for implementation in the AIG program district-wide.
17. Refer to representative authentic student products or artifacts to reinforce samples for AIG programs.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program

and plan.

District Response: 1. Refer to 2015 Stakeholder Surveys. 93% of district administrators felt that information about AIG or Advanced Studies was being made available on a regular basis by the Director of Advanced Studies. 81% of AIG teachers indicated that they routinely shared information, resources, and opportunities about AIG and their AIG students with those who had a need to know.

2. Offer PD in the delivery of differentiated services and instruction, gifted education regulations, and the local AIG program and plan as needed. The AIG In-House Certification program also addresses these and other AIG issues (See Appendix for Article 9B Information and AIG Legal Background Information Form).

3. Communicate the practices and services of the AIG program to all personnel via meetings, handouts, brochures, visual presentations, and webpage updates on the BCS website.

4. Discuss instructional services and programs for gifted learners during various meetings at the school or district levels.

5. Distribute copies of the approved AIG plan as well as AIG brochures to all AIG teachers, AIG-designated high-school counselors, and principals for their review to encourage fidelity and compliance of implementation.

6. Consider providing an AIG Handbook for AIG teachers/specialists that contains an overview of key information about the AIG plan and gifted learners at the start of each school year and a similar but more abridged AIG handbook highlighting essential AIG components for all other interested staff at the start of each school year.

7. Confer with each school's Data Manager, with assistance from the school's Lead AIG Teacher or AIG-designated High-School Counselor, to verify that all AIG-identified students are classified correctly in Power School.

8. Provide a replacement AIG folder including all relevant AIG forms, especially service options and the DEP, for those AIG-identified students who do not have such folders due to various reasons, such as a transfer from another district that did not require such AIG folders (See Appendix for AIG Replacement Folder Form).

9. Gather information from periodic reports about the elementary schools' Nurturing Programs and review their progress (See Appendix for Nurturing Tips and Overview of Nurturing Program).

Practice E

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

District Response: 1. Review all 2015 Stakeholder Surveys. 41% of AIG teachers felt they had adequate planning time to work with colleagues or to complete AIG paperwork; however, 93% of district administrators believed that their AIG or Advanced Studies teachers had adequate planning time to meet with general education teachers when needed.

2. Ensure that all teachers and schools are aware of AIG student identification and service needs at each grade level through handouts or PD sessions.

3. Schedule transition meetings at the 5th and 8th grade points with teachers and administrators to discuss sharing of services and student needs.

4. Invite "receiving" teachers to "feeder" grade levels/schools and vice versa to review AIG program and student goals and services at each level.

5. Consider AIG student transition visits from feeder schools to receiving schools.

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6. Hold quarterly AIG Lead Teacher meetings, or more as needed, to discuss the effective continuation of K-12 services.
7. Have set times to exchange student data regarding eligibility, screening, identification, DEP reports, and other AIG issues with receiving schools or teachers and have appropriate documentation forms to ensure accountability (See Accountability Forms for DEP's and Transfer of AIG Folders).
8. Review information about individual students in the Nurturing Programs at elementary schools addressing K-3 as a key transition time.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

- District Response:** 1. Review 2015 Stakeholder Surveys. 93% of district administrators felt that AIG or Advanced Studies teachers had adequate time to meet with general education teachers and others to address student needs. 41% of AIG teachers felt they had adequate planning time to meet with colleagues or others as needed. 89% of AIG students felt accepted by their peers or fellow students whether they were considered gifted or not. 97% of AIG parents felt their AIG children were understood and accepted by their AIG teacher(s).
2. Invite school counselors, regular education teachers, and others to meet with AIG teachers/specialists to address the social and emotional needs of gifted learners and develop a plan of action (See Appendix for Conference Form).
 3. Develop a plan to address the social and emotional needs of gifted learners district-wide.
 4. Develop clear programming options to support the social and emotional needs of gifted learners based on current research and studies.
 5. Research current literature concerning the affective domains, including social and emotional needs, and share this research with AIG staff and other support personnel as needed.
 6. Include school counselors and other support personnel when conducting DEP sessions with parents/guardians and AIG students to encourage input to support the "whole" child.
 7. Collaborate with other departments, such as the Exceptional Children's Department, to problem solve issues supporting the holistic development of gifted learners and address those gifted learners classified as twice-exceptional.
 8. Include brainstorming ways to address social and emotional issues in regularly scheduled meetings, such as PLC's, AIG Lead Teacher, department, or grade-level meetings.
 9. Determine other service options tapping student interest levels, learning styles, and people skills.
 10. Gather and compare behavior trends and disciplinary records of BCS AIG students especially in regard to suspensions or dropping out of school to their same age peers to determine areas or "red flags" to address proactively (See Appendix for Semester Documentation Chart for OSS).
 11. Research barriers or obstacles that might serve to inhibit or isolate under-represented student subgroup populations in the AIG-identification process and brainstorm ways to combat those constraints (See Appendix for Checklist to Identify Underachievers).
 12. Target intervention efforts, such as extra support in organization skills and Cornell Note-taking as well as interventions in addressing underachievement, low self-esteem, poor work skills, insufficient individualization, apathy, lack of initiative and responsible actions, as well as inappropriate interpersonal and intrapersonal skills to be discussed in curricular settings and elsewhere when possible.

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13. Be aware of AIG students' possible social isolation among peers, especially with gifted White girls and African-American boys as well as those considered extremely gifted with IQ's of 170 or higher (research by Brown and Steinberg, Ford, Janos and Robinson, and Gallagher in late 1990's and early 200's) and determine how to address negative self-concepts (See Appendix for Checklist to Identify Gifted Underachievers).
14. Encourage psychologically non-threatening class environments that value independent thought and action, shifting the focus of learning to each student's personal interests and motivations with reasonable limits for experimentation and risk-taking.
15. Incorporate collaboration and team-building in curricular endeavors to develop social skills through mutual respect and accountability.
16. Foster creativity in multiple settings and domains in order to allow individuals to realize their own self-worth and contributions towards innovation and non-traditional findings through critical thinking and problem-solving K-12.
17. Help perpetuate the notion of becoming more tolerant of others as those students attempt to "fit in" without stereotyping, especially those gifted students who might also have social, emotional, physical, or medical problems or disabilities.
18. Research the SENG (Supporting the Emotional Needs of the Gifted) organization and share findings with parents/guardians as well as the AIG staff and others as needed.
19. Discover after-school, summer, or concurrent programs that challenge the gifted in various directions determined by ability, interest, talent, learning preference, physical or athletic abilities, or intellectual curiosity and make those opportunities known to the AIG student population and their parents/guardians.
20. Establish an environment in which parents/guardians of gifted children can receive support, guidance, and professional advice through discussions with other parents/guardians and trained leaders (SENG Objective).
21. Brainstorm parenting skills to nurture the self-concept and emotional development of gifted children and their families (SENG Objective).
22. Consider holding AIG parent sessions on such topics as the following: characteristics of gifted children; myths of gifted children; effective communication; keys to relationships; motivation and enthusiasm with the gifted; underachievement; discipline and self-management; gifted intensity, perfectionism, and stress; idealism, unhappiness, and depression; acquaintances, friends, and peers; gifted with siblings and being the only children; values, traditions, and uniqueness; effective advocacy; and the complexities of successful parenting (See Appendix for 12 Traits of Giftedness, Common Myths and Their Subsequent Truths' Form, and Parent Contact Form).
23. Share research and resources with all stakeholder groups from such writings as "The Social and Emotional Development of Gifted Children" edited by Neihart, Reis, Robinson, and Moon, 2002; "The Practical Strategies Series in Gifted Education: Social & Emotional Teaching Strategies" by Ferguson, 2005; and "Is Gifted Education a Bright Idea? Assessing the Impact of Gifted and Talented Programs on Achievement and Behavior" by Bui, Craig, and Imberman, 2011.
24. Distribute copies of such realistic booklets as "The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011 to address authentic scenarios and aligned resources.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by

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Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: 1. Review 2015 Stakeholder Surveys. 100% of AIG teachers indicated that they use formative assessment and review data sources in their classroom to determine instruction levels for compacting and acceleration for individual gifted students when appropriate. Again, 100% of AIG teachers indicated that they also use formative assessments to develop flexible instructional groups within their AIG class(es) to address differentiation needs. Also, 100% of AIG teachers clearly indicated that they routinely adjusted their instruction in response to students' learning needs as they took into consideration acceleration opportunities. 93% of district administrators believed that their teachers differentiated instruction for those students with high ability whose academic skills required extension and acceleration.

2. Develop school and district-wide policies and practices to support grade and subject acceleration options for K-12 students when needed, such as the Early-Entry Kindergarten Plan that requires 98% proficiency on approved outside psychological aptitude and achievement standardized testing with a specific psychological report provided by a licensed psychologist or psychiatrist, several authentic student work samples, 2 letters of recommendation, and interviews (See Appendix for Early-Entry Kindergarten Packet).

3. Ensure a variety of acceleration options are available to the AIG student when a body of evidence indicates the need. Examples of what might be included in this body of evidence are authentic student work samples, portfolio entries, observation notes, an interview, a video tape, a psychological assessment, advanced course work, and teacher recommendations.

4. Follow the guidelines for students to earn Credit by Demonstrated Mastery (CDM) based on the percentile of the approved testing for that particular course and the authentic student work product evaluated via an approved rubric.

5. Work with administrators, teachers, and families to understand acceleration options recognizing possible benefits and problems when making informed acceleration placement decisions after a variety of evidence has been collected by multiple raters.

6. Ensure opportunities for outside learning, mentoring/shadowing/interning, or one-on-one time with a specialist and develop a rubric to evaluate student progress.

7. Where available, create opportunities for distance learning off grade level.

8. Use formative or pre-assessments to document student mastery of learning as evidence for the need to compact or skip certain units or grade levels or to create cross grade-level grouping, independent study, differentiated learning centers, seminars, concurrent or dual enrollment, and online or virtual high-school course work.

9. Consider entry into elementary school nurturing programs for those not yet necessarily AIG-identified but displaying possible characteristics of high achievers or AIG (See Appendix for Nurturing Tips and Overview of Nurturing Program and Form for Characteristics of AIG).

10. Discuss opportunities, such as those from seminars, Skype, or webinars, that enrich and/or extend learning.

Practice H

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

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District Response: 1. Review all 2015 Stakeholder Surveys. 89% of AIG teachers felt their AIG students had opportunities to make choices to direct their own learning according to their interests, abilities, and learning preferences while 100% of those teachers also felt that they routinely adjusted their instruction in response to AIG students' learning needs often based on under-represented student issues. 84% of AIG students felt that their AIG teachers recognized their special and unique needs, talents, and/or skills. Further, 95% of AIG parents felt the AIG program at their children's schools both respected and built on their children's unique and special needs, skills, or talents. In addition 87% of district administrators considered the access their AIG or advanced studies teachers had to professional development addressed the unique needs of gifted student populations.

2. Analyze the April 2016 AIG Headcount to determine the percentages of under-represented AIG student populations in the tally. There were 1,253 identified AIG students in BCS in grades 4-12 in the April 2016 Headcount, which represented an increase of 72 more AIG-identified students from the previous April headcount in 2015. As of the sixth membership month, there were 7,623 total BCS students in grades 4-12. Therefore, the percentage of identified AIG students was 16% of that number; however, in the total student membership of BCS from K-13, there were 12,348, which then gave the percentage of identified AIG students for the total as 10%. The state average in 2015 was approximately 12% so the BCS AIG percentage fits into that range. In the total BCS student membership, the subgroups showed varied percentages from 67% White and 33% Non-White with the highest percentages coming from the African-American or Black subgroup representing 15%; Hispanics, 13%; and Two or More Ethnicities, 3%. In the AIG-identified group, there were 84% White and 16% Non-White with the highest percentages coming from the Hispanic subgroup representing 6%; African-Americans or Blacks, 5%; and Asian, 2%. Even though there remains a wide divide between the majority and minority subgroups, one encouraging trend is that the under-represented subgroup in BCS grew 14% this school year.

3. Ensure that traditionally under-represented student subgroups have equitable opportunities and service options available, such as alternative standard assessments, including the Naglieri Aptitude Standardized Test, for determining eligibility using a non-verbal approach, which is particularly helpful when working with English language learners.

4. Develop programming that is responsive to students needing advanced opportunities, such as scheduling field trips to various NC areas, including museums, art galleries, or historical or tourist sites. In addition, try to have someone from an under-represented AIG population who had overcome obstacles talk to this group and share experiences for motivation.

5. Provide PD on recognizing and providing services responsive to under-represented populations, such as Payne's "Framework for Understanding Poverty."

6. Collaborate with the Exceptional Children's Director, Title I Director, and teachers of ELL, or those with a 504 Plan to address minority needs with accommodations and recommendations to develop a student focus for effective programming and to synergize efforts for equity.

7. Create opportunities for teachers and students of under-represented populations to discuss service options outside of traditional services, such as through alternative placements for AIG consideration, mentorships, independent studies, job shadowing, curriculum compacting for interest-based exploration, internships, or collaboration with other internal and/or external resources as funds become available (See Appendix for Alternative Placement Form).

8. Confer with staff to address children who may have language, economic, ethnic, or cultural needs or various types of disabilities that should not discount their being considered for AIG or who may actually be twice-exceptional so that alternative placement considerations can be put into place, such as using the Alternative Placement Form. This form addresses these descriptors by noting one or more of the following: limited developmental experience, irregular attendance, transience in elementary school, home responsibilities/necessary pupil employment interfering with learning

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activities, residence in a depressed economic area, low family income at a subsistence level, nonstandard English constituting a barrier to learning, disabling condition which adversely affects testing performance, or top 10% of minority population in grade level (See Appendix for Alternate Placement Form).

9. Make AP exam testing available and free of cost per DPI (State Legislature) to all actively enrolled AP course students regardless of economic status to encourage participation for success.

10. Be sensitive to disadvantaged children or under-represented children at an early age when working with K-3 nurturing programs in elementary schools so that they are included as often as possible in the "pull out" groups to cultivate giftedness and enrich their overall learning experiences (See Appendix for Nurturing Tips and Overview of Nurturing Program).

11. Research possible methods and programs for considering nurturing programs addressing the disadvantaged and under-represented at the middle- and high-school levels.

12. Investigate having artists-in-residence, athletes, or general speakers or successful professionals who may have overcome a disadvantage or disability visit the schools or classes to share their experiences and how they overcame such adversity.

13. Read supplemental research-based books and journal reports about the under-represented AIG populations and develop a library for them at both Central Services in the office of the Director of Advanced Studies as well as possibly at school sites. Examples of these might include "The Practical Strategies Series in Gifted Education: Working with Gifted English Language Learners" by Matthews, 2006; "The Practical Strategies Series in Gifted Education: Teaching Culturally Diverse Gifted Students: by Ford and Milner, 2005; "Reversing Underachievement Among Gifted Black Students Second Edition" by Ford, 2011; "Effective Curriculum for Underserved Gifted Students: A CEC-TAG Educational Resource" by Stambaugh and Chandler, 2012; "The Practical Strategies Series in Gifted Education: Arts Education for Gifted Learners" by Cukierkorn, 2008; "The Practical Strategies Series in Gifted Education: Gifted Children With Autism Spectrum Disorders" by Neihart and Poon, 2009; and "The Practical Strategies Series in Gifted Education: Challenging Highly Gifted Learners" by Gilman, 2008.

14. Review Title VI of the Civil Rights Act of 1964 in prohibiting discrimination based on race, color, and national origin within The Office of Civil Rights (OCR), a division of the U. S. Department of Education that enforces five federal civil rights' laws prohibiting discrimination on the basis of race, color, national origin, sex, disability, and age while it promotes a national commitment to end discrimination in education programs and activities to encourage student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

15. Review Brown v. Board of Education in 1954 (court case emphasizing equality in education reform initiatives to be achieved with equity and a commitment to social justice).

16. Implement strategies for CLD (Culturally and Linguistically Diverse) Learners, such as scaffolding through questioning and thinking models, acceleration with support, opportunities for real-world projects and problem-solving, communication techniques using meta-cognitive skills, curriculum intervention, classroom atmosphere promoting diversity, small group discussions on various life skills (i. e. time management and goal setting), community support groups and paraprofessional involvement, career counseling and mentorships, family sessions or parent meetings on being effective educational partners, multiple language offerings respecting all languages, and other strategies.

17. Design a student questionnaire to provide feedback for developing needed programs or opportunities for all groups.

18. Translate particular AIG forms and other documents as needed or requested in Spanish and other languages.

19. Ensure entry and challenging expectations for the highly gifted population via differentiation and personal learning forums.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: 1. Review 2015 Stakeholder Surveys. 84% of AIG parents felt their AIG children were given choices for projects/demonstrations as well as service projects that elicited their children's special interests and learning preferences or styles in extra-curricular programs and events while 83% of AIG students felt the same way. 65% of AIG students felt their general education teachers, like those in science, social studies, fine arts, or physical education, provided challenging lessons and projects for them to complete. 100% of AIG teachers felt their lesson plans included student choice that extended learning/enrichment opportunities that encouraged such extra-curricular programs and events to develop the needs and interests of AIG students.

2. Encourage awareness of opportunities and distribute approved brochures/flyers for AIG students to be involved in extra-curricular programs that match their cognitive, academic, social, and emotional needs, such as but not limited to the following: Duke TIP (Talent Identification Program), Governor's School, Leadership Seminars, Presidential Scholars, Oratory Competitions, Science Olympiad, Debate Teams, Problem-Solving Teams, Quiz Bowl, Odyssey of the Mind, Math Fair, School Club Activities, School or Community Athletic Programs, Dance Teams, Youth Groups (Church, Community, or School), entrepreneurial workshops/internships, Scouting programs, outside musical or other fine arts' opportunities/workshops/classes, All-County Performances (Arts Alive, Visual Art Exhibitions/Competitions, One-Act Play Festival, Dance Clinics, Band Concert, Choral Concert, Talent Show, Showcase of the Bands), Summer Enrichment Camps (day and residential), literacy and writing clubs of various genres (poetry, fiction, non-fiction, essays, journalistic articles, editorials, human-interest, etc.), Battle of the Books, Summer Ventures, People to People, and Student Exchange Programs for Study Abroad.

3. Nurture academic and intellectual activities that are interest-driven to enhance AIG services in both independent and cooperative settings for AIG students.

4. Encourage opportunities for AIG students to demonstrate examples of their research or interest-driven projects explored during the school year at special programs at the school and/or district levels.

5. Incorporate time for various guest speakers and artists-in-residence to share their experiences and discuss career explorations with AIG students.

6. Announce and post extra-curricular activities in designated areas at the school site and elsewhere in the community.

7. Use various forms of media, such as the newspaper, radio, and Connect Ed (a countywide communication delivery system) to announce extra-curricular opportunities and competitions and their requirements.

8. Consider holding summer reading or writing programs, academic camps, Pre-AP or AP introductory workshops, AP exam preparation, SAT or ACT vocabulary studies, and other engaging venues when funds are available.

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: 1. Review 2015 Stakeholder Surveys. 100% of AIG teachers felt they utilized formative assessments to develop flexible instructional grouping within their AIG classrooms to address differentiation needs. 96% of AIG teachers also stated that they provided their AIG students opportunities to work in partnerships or in group setting as they engaged in inquiry-based activities or explorations. 87% of AIG students agreed with the AIG teachers' assessment about the availability of partnerships or group settings. 100% of district administrators indicated their schools' schedules allowed for flexible grouping within a grade level and/or among various grade levels in order to address specific student needs and skill levels. 95% of AIG parents felt their AIG children were given ample opportunities to work with partners or to be in group settings in their AIG classes.

2. Use cluster grouping (when ideally 6 or more AIG students are intentionally placed in classes so that they can work with peers with comparable interests and/or similar ability levels) in classes not directly served by AIG (classes other than reading/English Language Arts and math). Those classes could be fine arts, health or physical education, JROTC, science, CTE, or social studies.

3. Develop flexible instructional groups in directly served AIG classes (reading/English Language Arts and math) that are interest-driven and/or ability-driven as fluid placements so that students can be moved from one to the other as assessments/observations warrant.

4. Provide PD about data analysis, interest inventories, learning styles, grouping practices, and instructional strategies for administrators, teachers, and counselors so that such factors as readiness, interest, learner profiles, student levels, and other relevant factors can be considered when grouping is activated.

5. Research intentional flexible grouping practices and strategies so that current best practices can be respected in order to facilitate effective instruction and support the growth of AIG students.

Ideas for Strengthen the Standard: 1. Locate resources and ideas through organizations, such as but not limited to the NCAGT, local colleges and universities, and a network of professionals in the Guidance and Exceptional Children's Departments, for providing teachers insight into recognizing the social and emotional needs of gifted learners.

2. Build a resource AIG library of supplemental books and research articles and journals addressing one or more of these areas: the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings.

3. Research traditional and non-traditional ways of serving those students identified as intellectually gifted (97% on Non-Verbal Section of CoGAT along with 80% or higher on Verbal and/or Quantitative Sections of CoGAT or a comparable test).

4. Develop the elementary-school Nurturing Program for K-3 that intentionally includes all student sub-groups at some point during the school year to build the capacity for giftedness in a challenging yet fun atmosphere.

5. Discover and share information about the SENG (Supporting the Emotional Needs of the Gifted) organization and how it might help district AIG teachers and possibly parents/guardians of the gifted understand the gifted dynamics.

Sources of Evidence: 1. SENG library of information

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2. NCAGT journals and newsletters
3. Region meeting notes
4. Conference information from mini-sessions
5. Library of resources in the Director of Advanced Studies' office as well as at the school site
6. Annual survey forms and results
7. Data results from empirical observations, school discipline reports, and dropout statistics about AIG students
8. Rosters, agendas, and minutes from PD sessions and Lead Teachers' meetings
9. Nurturing Plan reports and notes
10. Copies of DEP conferences at school sites
11. Honors, Pre-AP, and AP coursework aligned with state-approved guidelines and the College Board Policy
12. Lesson units developed and placed on the K Shared Drive or Google Docs to share with all AIG teachers
13. Copies of relevant, current articles about AIG issues

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Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: 1. Review 2015 Stakeholder Surveys. 72% of AIG parents felt their children's AIG teacher provided them with information and resources to help them understand the special learning needs of their children. 95% of AIG parents felt the AIG program at their children's school respected and built on their children's unique and special needs, skills, or talents. 99% of AIG parents considered their AIG children's AIG teacher to be qualified to teach their AIG children. 98% of AIG parents stated they were generally pleased with the AIG program at their AIG children's school. 94% of AIG parents considered the administration at their AIG children's school to be supportive of the AIG program there. 80% of district administrators said their AIG or advanced studies parents/guardians were provided specific information about the purpose and expected outcomes for those challenging courses via assemblies, conferences, handouts, or other ways. 93% of district administrators felt the AIG Director provided information about AIG or advanced studies PD sessions including workshops, conferences, in-house AIG-certification modules, seminars, refresher courses, tuition reimbursement credits, as well as student programs available with their teachers regularly. 81% of AIG students reported that their AIG teachers helped them understand in what ways they were gifted and for what reason(s) they were placed in the AIG class(es) at that time. 79% of AIG teachers reported that they helped parents/guardians of their AIG students understand their AIG children's special learning needs, and 81% of AIG teachers also said they shared information, resources, and opportunities with their AIG parents regularly. Also, 85% of AIG teachers considered their respective administrators supportive of their AIG classes/program.

2. Share information about available opportunities for AIG/AP parents/guardians and AIG/AP students concerning various programs and organizations for possible participation. Such opportunities might be Duke TIP, Governor's School, Summer Enrichment Camps, Conferences, Workshops, NCAGT, SENG, "Gifted Research Digest," and educational journals and magazines.

3. Conduct surveys annually, or as often as needed, to provide feedback to assess current gifted services and plan evaluation.

4. Publicize the academic, intellectual, athletic, and artistic awards, honors, and recognitions that AIG, AP, and Honors students earn during the course of the year.

5. Distribute the following handbook, or something similar, to parents/guardians that addresses the social and emotional issues of gifted children through authentic examples of AIG-identified children: "The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011.

6. Make parents/guardians aware of relevant websites and other resources and programs that will provide additional insight into the academic, intellectual, social, and emotional needs of AIG students.

7. Share resources and websites with AIG students and parents/guardians that will provide them with supplemental information about their AIG students' identification and the overall AIG program (See

Appendix for Frequently Asked Questions for AIG and Advanced Studies).

8. Meet with parents/guardians, students, and interested community stakeholders at information sessions, Open Houses at school sites, PTA/PTO meetings, Board of Education meetings, and/or other venues to discuss the AIG program and particularly the academic, intellectual, social, and emotional needs of AIG students and how to address those needs.
9. Prepare presentations about the current AIG plan before the BCS Board Curriculum Committee and the full Board of Education at its monthly meetings when appropriate and provide periodic updates as requested.
10. Brainstorm various ways partners can support meeting the diverse needs of gifted learners.
11. Identify leaders from business and industry, other community agencies, and parent networks who may be willing to partner with the district in supporting programming options and services for gifted learners.
12. Invite AIG or AP parents/guardians, AIG or AP students, administrators, counselors, AIG or AP teachers, general education teachers, and others to participate on the AIG Strategic Task Force Committee to review and make recommendations for making the AIG plan more equitable and rigorous. The goal would be to have a geographically diverse group representing all levels-- elementary, middle, and high school.
13. Encourage all district schools to include an AIG or AP parent/guardian on their school PAC (Parent Advisory Committee) so that AIG and all advanced studies courses can be equitably addressed in the overall district plan.
14. Invite parents/guardians and community representatives from various professions to volunteer in the AIG class in some way, such as speakers, presenters, artists, chaperones on field trips, etc.
15. Have advanced studies programs at the school sites for special occasions, such as presenting interest-driven reports, capturing historical scenarios, researching influential persons of the ages, learning a craft or skill, helping with a field trip, etc.
16. Showcase AIG, AP, and Honors student achievements with community partners, such as Odyssey of the Mind, Science Olympiad, Expert Projects, Governor's School, Presidential Scholars, artistic competitive awards and displays, and others by creating a bulletin board or displaying work in some visible common area in that business.
17. Maintain an AIG, AP, and Honors bulletin board at the school site highlighting advanced studies students and their respective authentic products, research, talents, skills, honors, or awards.

Practice B

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

District Response: 1. Review 2015 Stakeholder Surveys. 79% of AIG teachers indicated they helped parents/guardians of their AIG students understand the special learning needs of their AIG students while 81% of those AIG teachers also indicated that they shared information, resources, and opportunities with their AIG parents. 81% of AIG students said that their AIG teachers helped them understand in what ways they were gifted and for what reason(s) they were placed in the AIG class(es). 80% of district administrators said their AIG or advanced studies parents/guardians were provided with specific information about the purpose and expected outcomes for their challenging courses via assemblies, conferences, handouts, or other ways. 93% of district administrators also felt specific AIG program information and other policies relating to gifted education were made available regularly by the AIG Director. 70% of AIG parents felt their children's AIG teachers provided them with

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information and resources to help them understand more fully the special learning needs of their AIG children. Also, 94% of AIG parents felt the administration at their children's school seemed supportive of the AIG program there.

2. Disseminate AIG information to all stakeholders about goals and policies wherever possible.
3. House AIG brochures in English and Spanish as well as other requested languages at all school sites and at the Central Services at the Board of Education that provide important information about identification, various programs, and other related matters about the AIG program in an abridged reader-friendly format (See Appendix for AIG Brochure in English and Spanish).
4. House a copy of the approved AIG Plan in the lobby of Central Services at the Board of Education.
5. Distribute copies of the approved AIG Plan to all district administrators, AIG teachers, Central Administrators, and others as requested.
6. Utilize existing meetings, such as Open House sessions, PTA/PTO meetings, AIG Lead Teachers' Meetings, PAC (Parent Advisory Committee) meetings, and LLC (Learning Leadership Committee) meetings to share information and make specific presentations about AIG or advanced studies matters with various stakeholders including AIG or AP parents/guardians, AIG or AP teachers, AIG or AP students, district administrators, and others.
7. Confirm that the current approved AIG Plan is available on the BCS website for public viewing and information-gathering.
8. Provide a generic visual presentation about the approved AIG Plan to all who are interested.
9. Use e-mails or other forms of delivery as needed to communicate with parents/guardians about individual student concerns or general gifted issues or questions. When referring to students, a subject line of FERPA (Family Educational Rights & Privacy Act) will be used to ensure confidentiality and student privacy rights.
10. Consider adding a glossary of important acronyms and terms related to gifted education so that a better understanding of gifted education practices, resources, and strategies will result.
11. Report information and write articles about gifted education policies or information publicizing student recognitions to local news media outlets to improve community relations through better perception and transparency.
12. Accept interview appointments as requested about the BCS approved AIG plan in order to promote a more positive public relations understanding and appreciation of the local AIG Plan that addresses any need for further clarifications.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: 1. In order to reflect the diversity of AIG or advanced studies parents/families and the community, develop an intentional plan to ask for interested stakeholders representing various geographical areas of BCS as well as its various diverse ethnicities to meet as needed to review and make recommendations for the BCS AIG Plan (2016-2019) and then to meet as needed after the AIG Plan is approved to address ongoing AIG issues. Previous partnerships of representative stakeholders have been in place via such a committee structure successfully in the past. In essence, this volunteer AIG Strategic Task Force Committee will serve two important roles--short-term to help

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review the development, implementation, and monitoring of the local AIG program and plan as well as long-term to serve as a representative body to address AIG matters, promote information sessions with presenters about AIG issues, and serve in a supportive role as advocates for the AIG program at scheduled meetings throughout the year. Ideally, members of the AIG Strategic Task Force Committee will be AIG or advanced studies parents/guardians, AIG and/or advanced studies students, administrators, counselors, AIG and/or advanced studies teachers, nurturing parents and/or students, and others who express interest in participating.

2. In lieu of a specific AIG Advisory Group per the BCS Central Administration, incorporate parent/guardian representatives of AIG and/or AP programs into the already existing PAC (Parent Advisory Committee) group. Specify that each district school's PAC (Parent Advisory Committee) should have at least one AIG and/or AP parent/guardian on it so that its members can explicitly address AIG matters as they review the overall programs and policies of BCS schools.

3. Meet with the AIG Strategic Task Force Committee and possibly the AIG and/or AP PAC representatives as needed to plan and provide opportunities for stakeholder involvement.

4. Invite the AIG Strategic Task Force Committee or other AIG or AP parent/guardian representatives to attend the quarterly AIG Lead Teachers' Meetings if they wish to do so.

Practice D

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

District Response: 1. Review the 2015 Stakeholder Surveys. 72% of AIG parents felt their children's AIG teachers provided information and resources to them about the special learning needs of their AIG children.

2. Share information by the AIG Director about AIG opportunities available to AIG students regularly with AIG Lead Teachers and expect Lead Teachers to disperse that information to all other AIG colleagues and then to AIG students and their parents/guardians in various ways, such as e-mails, conferences, flyers, letters/notes, Connect Ed, and resource links.

3. If needed, translate major information forms in other native languages, such as Spanish (See Appendix for English and Spanish Versions of AIG Brochure).

4. Recruit translators from Hispanic or Asian families, or others as needed, or from the ELL (English Language Learners) staff in the Title I program for translation or interpretation needs.

5. Continue to improve communication links with parents/guardians and families as reflected in the 2015 AIG Self-Assessment.

6. Encourage participation by families representing various cultural ethnicities on communities, such as the AIG Strategic Task Force Committee and PAC, and at specially targeted meetings with interpreters available if necessary.

7. Request that AIG teachers hold parent sessions, such as the DEP (Differentiated Education Plan) to highlight specific measurable AIG student strengths and possible weaknesses or to discuss upcoming gifted opportunities or send home information via notes or e-mails (See Appendix for Parent Contact Form and DEP Guidelines Form).

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other

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stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: 1. Network with IHE (Institutions of Higher Education) at the community college, college, or university levels in regard to gifted education programs to provide enrichment, extension, and acceleration opportunities via professional development sessions or workshops or other meetings.

2. Enlist IHE as well as local business and industry volunteers or mentors to support gifted learners by tutoring, providing internships or job shadowing, becoming speakers or presenters, encouraging field trips to various sites of interest, or simply sharing pertinent information.

3. Share resources from IHE from workshops, conferences, classes, or other venues with AIG/AP teachers, AIG/AP parents/guardians, and/or AIG/AP students when appropriate to support and enhance gifted programs and services.

4. Invite IHE or local business and industry representatives to serve as judges at various academic programs, such as the annual Odell & Virginia Williamson Oratory Scholarship Competition, using approved rubrics.

5. Make AP and Honors high-school students aware of the dual or concurrent enrollment opportunities between BCS and BCC (Brunswick Community College) to extend and accelerate learning.

6. Partner with other LEA districts to provide PD to AIG/AP teachers led by professors from IHE or experts from the business or industry sector.

7. Continue to partner with BCC, UNC Wilmington (annual AIG Mini-Conference), BAC (Brunswick Arts Council), and others to provide rigorous coursework, scholarship opportunities, creative and artistic endeavors, and academic programs through volunteers, grants, workshops, conferences, and camps.

8. Aid gifted students in a better understanding of multiple, diverse career paths available to them through research, literature, speakers, and group forums.

9. Develop a database of community leaders, professionals, university professors, entrepreneurs, cultural artists, and parent volunteers to promote opportunities to mentor, serve internships, and conduct enrichment activities for gifted students.

10. Consider offering information sessions on how to become more effective advocates for gifted education (See Appendix for Ten Things Teachers Need to Know about Gifted Students).

11. Research currently established local, regional, state, and national organizations to use as guides in establishing a possible advocacy group for AIG students whether it be a separate group or a part of an already established group, such as the PAC, and for gleaning ideas for enhancing AIG programs and services.

Ideas for Strengthen the Standard: 1. Encourage participation of teachers, students, parents/guardians, administrators, counselors, support personnel, and other interested community representatives on committees or other settings where their expertise and feedback would be helpful to the overall AIG plan success.

2. Network with IHE (Institutes of Higher Learning) to work with professors in various departments, especially those with gifted education, to expand the research and provide PD opportunities.

3. Participate in conferences, seminars, webinars, and workshops with various professional groups or organizations, such as SENG, NCAGT, DPI (Department of Public Instruction), businesses, industries, arts' groups (Brunswick Arts Council or NC Arts Council), or specific companies offering

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various assessments, instructional materials, or technological support.

4. Encourage placement of AIG and/or AP parents/guardians on the county's PAC (Parent Advisory Committee) so that AIG or other advanced studies issues or programs are addressed equitably.
5. Ask various stakeholder groups to complete surveys and/or questionnaires candidly in an effort to improve the overall AIG program to address the various needs of the AIG student population.

- Sources of Evidence:**
1. Database of interested stakeholders to aid gifted learners
 2. Rosters of those attending UNCW AIG Mini-Conference and other workshops and conferences, such as the state or NCAGT Conference
 3. Samples of information gathered through research of advocacy groups
 4. List of gifted opportunities available in the community or through supporters
 5. Copies of surveys with data results
 6. Rosters, agendas, and minutes of AIG meetings
 7. E-mail or other manners of communication of invitations to meetings and special AIG/AP events or activities, such as the College Board's APSI (Advanced Placement Summer Institutes) workshops or institutes
 8. AIG plan and policies on AIG webpage on BCS website
 9. Printed copies of the approved BCS AIG Plan
 10. AIG Brochure printed in English and Spanish
 11. Printed copies of such booklets or handbooks as "The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011, at school sites and at the Board of Education

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan 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 LEA's school board and sent to SBE/DPI for review and comment.

District Response: 1. Complete and submit an AIG Plan after gathering much stakeholder input based on state legislation (Article 9B), guidelines, and program standards (See Appendix for Article 9B and NC AIG Program Standards).

2. Meet with the AIG Strategic Task Force Committee, AIG Lead Teacher Committees, district administrators, and others to revise the local AIG Plan.

4. Present the new AIG Plan to the BCS Curriculum Board Committee for consideration and consent for the Brunswick County Board of Education agenda.

5. Present the new AIG Plan that will be in effect starting with the 2016-2017 school year and remain in such effect through the 2018-2019 school year to the entire BCS Board of Education.

6. Create a strategy to develop the new AIG Plan with intentional priorities set forth for each AIG Lead Teachers' meeting session.

7. Attend regional meetings, workshops, and conferences as well as participate in webinars concerning developing the new AIG Plan.

8. Fully describe the implementation of each practice clearly with examples provided where necessary.

9. Research other gifted programs and supplementary sources for ideas to incorporate into the new AIG Plan and Policies.

10. Collaborate with other LEA's and other resources to strengthen the areas of need in the new AIG Plan.

11. Monitor plan procedures to ensure a continuum of the development and implementation of the AIG Program.

12. Conduct ongoing monitoring of the AIG Plan as a "living document" realizing that changes in the plan and policies can be reviewed and revised as needed by the AIG Director and AIG staff with appropriate Board approval whereas other related AIG forms and general information documents can be revised by the AIG Director and AIG staff when needed.

13. Collect and analyze local self-assessment data and all stakeholder surveys of 2015 as an important process in the development of a representative, inclusive AIG plan.

14. Keep and share the BOE (Board of Education) approval certification/system commitment (See Appendix for Local Board Approval Form for System Commitment and Revision Plan Consent Form).

15. Retain rosters, agendas, and minutes of ongoing review from meetings and other settings focusing on the development, implementation, and compliance of the new AIG Plan.

16. Note the 2015 Stakeholder Survey from District Administrators in which only 60% of them at the time really had any substantial knowledge of the six AIG State Program Standards.

17. Retain the document of Submission to State Board of Education (SBE)/DPI (Department of Public Instruction).

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: 1. Monitor the AIG services at district schools to ensure consistency and compliance of the approved AIG Plan policies and practices, especially in regard to diverse student populations, under-served student populations, special school needs and dynamics with scheduling and student placement, as well as the licensure/certification of AIG teachers and other staff serving AIG students and facilitating the Nurturing Program (K-3) as a program extension.

2. Implement AIG services in equitable ways using research-based strategies and best practices, especially in regard to grouping, differentiation, and general student placement methods.

3. Review and share current legislation and state policies to ensure fidelity of implementation for all AIG program components.

4. Share with local school and Central Service administrators the AIG Plan and Policies annually, or as often as needed or requested, to ensure understanding, support, and compliance.

5. Meet quarterly, or as needed, with AIG teachers and especially AIG Lead Teachers, AP and Honors teachers, school administrators, Central Service administrators, and other key stakeholders concerning fidelity to the BCS AIG Plan and its implementation to ensure accountability.

6. Explain the Board-approved class procedures for AIG and other constraints per the BCS AIG Plan of its AIG students, including homogeneous class placement, cluster grouping, pullouts, nurturing sessions, consultative services, and exiting procedures.

7. Review the Principal's Recommendation Waiver Form so that it clearly states how a student can be classified as a Talent Pool student and be placed in the AIG class as well as the academic expectations that ensure his/her remaining in that AIG class. Note that extraordinary skill areas of interest, recommendations, collection of authentic student work samples, and adequate averages and percentiles on the grade-level report card and standardized testing are considered for placement in the AIG class(es) (See Appendix for Principal's Waiver Recommendation Form).

8. Review the Alternative Placement Form and criteria for placing under-served students into the AIG class based on one or more of the listed conditions referring to residing in a depressed economic area, being in the top 10% of the minority group in that grade level, transience at the elementary-school level, limited developmental experiences, irregular attendance, home responsibilities/necessary pupil employment interfering with learning activities, low family income at a subsistence level (free or reduced lunch), nonstandard English constituting a barrier to learning, and/or disabling condition which adversely affects testing performance along with other criteria, such as acceptable class grades, authentic student products or work samples, and teacher recommendations (See Appendix for Alternative Placement Form).

9. Ensure levels of monitoring will be established through audits, conferences, meetings, and other means.

11. Gather various stakeholders' input annually, or as needed, through surveys, interviews, and self-assessments.

12. Keep copies of meeting rosters, agendas, and minutes.

13. Keep copies of stakeholder surveys and questionnaires or assessments.

14. Keep copies of Principal Waiver Forms and Alternative Placement Forms for compliance and documentation.

15. Make available copies of all legislation and policies regarding gifted education practices,

programs, and plans (See Appendix for Article 9B, Legal Background Information, and Accountability, Assessment, and Learning Growth for Gifted Students' Form).

16. Collaborate as the AIG Director with the IAS (Instructional Accountability Services) Coordinators'/Directors' Team for Curriculum to promote AIG awareness of upcoming issues and events and to ensure a direct avenue for sharing AIG program information.

17. Monitor school sites and reflect on AIG program alignment by AIG peer visits focusing on certain standards during each of the three years in the next cycle (2016-2019) by concentrating on certain standards per year.

18. Monitor and reflect implementation and services of the AIG Plan through PLC's (Professional Learning Communities).

19. Create a structure to build capacity and leadership among AIG and AP staff and monitor program improvement.

20. Collect data regularly, both formal and informal, to identify areas of program improvement and concern. This data should include documentation about each standard and practice at the individual school site and collective district level to ensure consistency and fidelity of program vision and service delivery across schools for compliance.

21. Complete interim reports to NCDPI to assess progress towards program implementation and effectiveness, utilizing feedback from individual schools, district-level staff, and other key stakeholders.

22. Create a systematic way of reporting progress to local stakeholders, including the PAC school and district-level teams, district leadership, the AIG Strategic Task Force Committee, and the local BCS Board of Education.

23. Utilize collaborative structures, like AIG PLC's with AIG staff, to focus on successes and challenges of program implementation and effectiveness.

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

District Response: 1. Allocate State AIG Funding (PRC 034) according to the goals of the AIG Plan so that all expenditures are aligned to those practices of implementation and other matters, such as AIG-licensed teachers' salaries and aligned benefits. Currently, over 98% of the State Budget is spent on AIG-licensed teachers' salaries and benefits.

2. Allocate AIG positions based on the April 2016 headcount of AIG-identified students in the district elementary and middle schools. 10.5 AIG teacher positions will be funded based on that headcount distribution from the state AIG 034 budget. In addition, the local BCS budget (PRC 001) will fund three additional AIG positions. Further local funding sources, including split-funding, will cover other AIG teachers' salaries since AIG teachers typically teach both AIG and the general student population in some facet of their job assignments.

3. Develop a strategic plan for the designated use of each line item in the state AIG budget to ensure alignment with program goals, student and stakeholder needs, resource needs, assessment projected needs, teacher professional growth, and plan implementation.

4. Work with Administrative Assistant to monitor all expenditures twice monthly, or more often as needed, to ensure all funds are utilized for intended, aligned, and approved uses.

5. Prioritize budget uses based on program needs and comparative costs to value-added ones for gifted populations.

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6. Make clear connections between each goal of the AIG plan and program with the corresponding budget line item.
7. Review funding with the BCS Chief Finance Officer and/or her designated staff to discuss any concerns or alignment of plan with budgeted resources.
8. Have AIG, Honors, and AP teachers submit lists of Resource Wants and Resource Needs, with reasons for each, to evaluate to determine which resources should be purchased with available funding to benefit the most AIG, Honors, and AP students.
9. Although not approved previously, advocate again for additional funding from ideally local monies to provide Lead AIG Teacher stipends (recommended \$500.00 annually) to compensate them for their added responsibilities at the school and district levels to maintain accurate and complete paperwork and documentation based on a set timeline, provide PD to teacher colleagues, serve as a conduit for the AIG Director with administration, attend district Lead Teacher meetings and workshops, oversee their respective AIG school-site programs with scheduling, testing, monitoring, and other matters.
10. Investigate other funding sources via grants, scholarships, and business partnerships to help meet the needs of AIG and AP learners and the AIG and advanced studies programs.
11. Share the AIG budget reports with all stakeholders at the beginning and at the end of each school year, or as needed or requested, to ensure transparency and a clear understanding of the allocation of all state funding.
12. Share special curricular needs, such as advanced resources and materials, of the AIG program with school and Central Services administrators.
13. Share special AIG In-House Certification needs, such as primary teacher resource books like "Teacher's Survival Guide: Gifted Education" by Roberta and Boggess, 2011 along with the visual presentation and aligned work activities from "An Introduction to Gifted Education" by Neumeister and Burney, 2011 with Finance or others to assist with payments. This approved AIG In-House Certification program consists of seven modules of study equating to 30 hours (3.0 CEU's). A certificate is awarded to participants who complete all the required activities allowing them to be able to teach AIG in their state-licensed area(s) in the Brunswick County School System.

Practice D

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

District Response: 1. Disaggregate data on AIG student achievement and growth for review.

2. Collect gifted drop-out and OSS (Out-of-School Suspension) data to review (See Appendix for Semester Documentation for OSS and Dropouts' Form).
3. Develop a plan of action to address "red flags" of potential gifted drop-outs at the middle and high schools as causes and solutions are considered and researched.
4. Implement a support plan to curtail appreciably or hopefully eliminate gifted drop-outs and OSS at the middle and high schools. Also note any OSS at the elementary-school level as well in this analysis.
5. Use EVASS (Education Value-Added Assessment System) or a comparable data collection source as a data tool for analyzing AIG student performance growth as compared to the growth of the general student population.
6. Analyze data trends and consider how this information can inform instruction and service delivery by taking into consideration the holistic needs of gifted children.

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7. Gather, analyze, and share AIG student growth and achievement data including EOG (End-of-Grade), EOC (End-of-Course), AP (Advanced Placement), SAT (Scholastic Aptitude Test) or ACT (American College Testing), PSAT (Preliminary Scholastic Aptitude Test), and other quantitative testing data as well as additional qualitative data.
8. Scrutinize under-served gifted populations and particularly disproportionality issues and concerns with student growth and performance as well as with drop-outs and OSS.
9. Follow up when possible with AIG drop-outs (via interview or phone conversation) to try to gather specific information concerning why these students decided to leave their schools and then use this information to implement strategies to address this decision. Further, work with school administration and the counseling department to try to develop specific personalized plans of action for the AIG drop-out to re-enter his/her school to regain active student status whenever possible.
10. Maintain other indicators of student growth and performance that correlate to success for AIG and AP students, such as the number of internships or mentorships, college acceptance information, scholarship information, successful AP class completion rates, credit for AP exams by earning a Level 3, 4, or 5 on each AP exam taken, etc.
11. Provide PD training on understanding student achievement and growth data so that appropriate programming can be developed to address negative trends or weak areas.

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

- District Response:** 1. Review 2015 Stakeholder Surveys. 87% of district administrators indicated their teachers had access to PD designed to address the unique needs of gifted student populations. 79% of AIG teachers felt they helped AIG parents/guardians understand the special learning needs of their AIG students. 84% of AIG students said their AIG teachers recognized their unique needs, talents, and/or skills while 95% of their AIG parents felt their AIG children's teachers recognized their AIG students' unique and special needs, skills, or talents.
2. Analyze the percentages gleaned from the April 2016 AIG Headcount concerning 84% White and 16% Non-White in the AIG student-identification membership. Of those 16% Non-White, 6% were Hispanics; 5%, African-American or Black; and 2%, Asian. Other ethnicities represented to a lesser extent were Two or More Ethnicities, Alaskan Native or American Indian, and Pacific/Hawaiian Native.
3. Continue to monitor the identification of under-represented populations in the local AIG program by incorporating reliable traditional and non-traditional ways for supporting identification, such as assessing with non-verbal standardized tests thus demonstrating an awareness of reallanguage barriers.
4. Note the increase of approximately 14% in the 2015-2016 total of under-represented populations in the AIG-identification process due to such strategies as differentiation, the elementary schools' nurturing programs building capacity for giftedness, and action plans of targeted support.
5. Maintain accurate records of testing results of under-represented students with their student population groups identified for data collection purposes.
6. Maintain accurate records of student participants from under-represented groups in the elementary schools' nurturing programs (K-3) for data collection purposes.

7. Maintain accurate records of retentions of under-represented student population groups for data collection purposes.
8. Brainstorm with other specialists, especially those in the Exceptional Children's Department, to develop a proactive plan that recognizes potential "red flags" that could result in the loss of AIG students either through exiting requested by parents/guardians on behalf of their AIG students for various reasons or possibly from the school setting entirely (See Appendix for Semester Documentation Chart for OSS, Dropouts, etc. and Exit Conference Form).
9. Brainstorm additional ways to recognize and monitor the under-represented in AIG using mentors or other program support means.
10. Develop a spreadsheet or chart showing the representation and retention of under-represented student population groups in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

- District Response:**
1. Ensure qualified personnel are serving identified students in the AIG program as well as in the AP program by reviewing personnel credentials.
 2. Offer tuition reimbursement, pending funding availability, for teachers who commit to earning their university AIG licensure based on completing satisfactorily four sequential graduate courses from an accredited university (See Appendix for Tuition Reimbursement Form).
 3. Fund, pending budget availability, potential AP or Advanced Placement or AIG teachers to attend AP Summer Institutes or Workshops or Pre-AP workshops in preparation for teaching those AP high-school courses or gaining depth of knowledge for AIG extension and enrichment.
 4. Offer local credentials for teaching AIG courses based on their state-licensed area(s) through the AIG In-House Certification Program consisting of seven modules of study with assignments totaling 30 hours of study that would equate to 3.0 CEU's (Continuing Education Units). This PD would be taught by the AIG Director or qualified designee. A certificate would be issued respecting this local certification, and a copy of that certificate would be housed in the personnel file of each person who earned it. The certificate would allow them to teach AIG in their state-licensed area(s).
 5. Work with the Human Resources Coordinator to maintain a current listing of credential data for AIG licensure and provide that Coordinator with the certificate copies of those teachers who have met all the requirements for the local endorsed certification to teach AIG via the AIG In-House Certification program.
 6. Maintain AP-certification data based on participation in AP Refresher or Summer Institute Courses.
 7. Maintain a list of any AIG-licensed personnel actively seeking full state AIG licensure.
 8. Maintain a list of interested personnel wishing to earn AIG-licensure or AP-certification through consideration of tuition reimbursement (AIG) or prior payment (AP) should funding be made available.
 9. Offer PD related to gifted instruction to all interested personnel.

Practice G

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

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District Response: 1. Form an AIG Strategic Task Force Committee representative of the various geographical areas, grade levels, and diverse ethnicities of the student population in BCS with targeted short-range and long-range goals. An important short-range goal would be to provide feedback when reviewing the new AIG plan. Long-range plans would include being advocates for gifted education to address AIG or AP concerns or issues and serve as a monitoring group as the AIG plan is reviewed periodically through surveys, questionnaires, self-assessments, and other means.

2. Invite representative stakeholders to serve on the AIG Strategic Task Force Committee including some or all of the following: AIG and AP parents, AIG and AP students, nurturing parents, nurturing students, district administrators, Central Services administrators, counselors, support staff, general education teachers, interested community representatives, and others as needed.

3. Communicate with the AIG Strategic Task Force Committee via e-mail, phone calls, letters or notes, and other means as needed to announce meetings, send pertinent information, provide agendas and meeting minutes, etc. as appropriate.

4. Use multiple ways of gathering input, including surveys, interviews, questionnaires, focus groups, and panels or forums, as needed, from a variety of modes, including online and face-to-face opportunities.

5. Create a representative survey that parallels the self-assessment tool used in the AIG plan development process.

6. Gather input from those not directly involved with AIG as a comparison study to determine if the BCS AIG Plan has been explained adequately.

7. Work with district leadership, such as LLC (Learning Leadership Council) meetings, PLC's (Professional Learning Communities) sessions, and principal meetings to use district collaborative team structures for ongoing reflection.

8. Assign various Lead AIG Teachers with certain tasks based on particular AIG Program Standards and subsequent practices to observe and reflect on AIG programming at selected schools for random check points as a part of possible internal audits.

9. Make sure that AIG and AP students have a forum for expressing concerns or suggestions about their AIG or AP coursework.

10. Consider setting up a Student Gifted Advisory Group that would meet possibly twice a year to strengthen areas of focus and survey materials and resources as well as an authentic group serving as a forum or panel for gifted concerns, issues, and recommendations for enhancement or improvement.

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: 1. Conduct surveys, self-assessment, needs assessment, parent conferences, or related review meetings annually, or more often as needed, to ensure program accountability in the comprehensive AIG program evaluation.

2. Target representative stakeholder groups through surveys or questionnaires, which provide an ongoing needs assessment.

3. Publish the timeline showing survey questions and results of data collection.

4. Document feedback attained from conferences and other related meetings.

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5. Gather feedback from surveys and self-assessment tools to share as public information.
6. Reflect on data gathering information to determine if changes or possible revisions are needed to be made in mid-cycle. Revisions to AIG forms may be made by the AIG Director after consulting with the AIG Staff and other affected personnel, if needed, without further Board approval. However, any changes to the local BCS AIG plan or specific policies would need to be approved by the local BCS Board of Education after presentations are made with justifications for such alternations.
7. Refer to other types of externally developed and administered surveys for additional input, such as the Teacher Working Conditions Survey, various accreditation instrument surveys (AdvancED), or additional district-wide strategic surveys.
8. Verify that the language and vision of the BCS AIG plan reflect the Strategic Goals and Vision of Brunswick County Schools.
9. Provide opportunities for stakeholders to share additional feedback for consideration in various ways, such as via e-mails.
10. Maintain the AIG webpage communication delivery system via e-mails from various stakeholders about AIG or advanced studies questions or other related matters and encourage suggestions for improvement.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: 1. Ensure equitable services for all AIG students through ongoing reflection and dissemination of all data.

2. Refer to 2015 Stakeholder Surveys. 98% of AIG parents said they were generally pleased with the AIG program at their children's schools. 93% of AIG students indicated they felt understood and accepted by their AIG teachers. 85% of AIG teachers felt their school-level administration was supportive of their AIG classes/program. 87% of district administrators commented their school's AIG or advanced studies programs served those identified students adequately. These are all very positive findings from four important groups of key stakeholders that add credence and validation of the BCS local AIG and advanced studies programs.
3. Review the current and approved AIG plan periodically as a "living document."
4. Determine if revisions or changes are needed in the implementation of the plan, its policies, or its specific forms and letters.
5. Show points of entry for collection of data analysis and revisions' procedures.
6. Comply with all AIG plan guidelines as well as state guidelines and protocol for revisions.
7. Acquire new and specific BCS Board of Education approval if there are to be any revisions after the AIG plan and its implementation policies and procedures are approved by the BCS Board of Education as well as the State Board of Education and DPI (See Appendix for Local Board-approved System Commitment Form and Revised Consent Form).
8. Revise any AIG-related forms, information sheets, and charts that do not affect the integrity or stated policies of the general AIG plan by directive from the AIG Director along with input from the AIG teaching staff or its AIG/AP Lead Teachers without the additional need for local Board of Education approval.
9. Share data in a variety of formats and outlets to show data trends that encourage transparency and fidelity.
10. Publish AIG program evaluation data in a variety of media as needed, such as on the county website, in local media outlets (newspapers), and at other places as deemed appropriate.

11. Post relevant data sources as needed on the AIG webpage on the BCS website.
12. Collect and sort data from other sources, such as surveys, self-assessments, student performance and growth comparative figures, gifted drop-out numbers, gifted suspension numbers, student population groups' demographic data in the total AIG-identified student count by grade and school, etc.
13. Share data in a variety of formats at various gatherings, such as the school and district PAC committees, district-wide leadership, principals, student adversary groups, family groups, PTA/PTO's, community groups, etc.

Practice J

Safeguards the rights of all AIG students and their parents and families 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:**
1. Verify that confidential student records are safeguarded in a locked and secured area, such as the school vault.
 2. Ensure that due process laws and legislation must be respected in all cases.
 3. Survey 2015 Stakeholder Survey results. 81% of AIG teachers reported they share information, resources, and opportunities with their AIG parents. 72% of AIG parents felt their children's AIG teacher(s) provided information and resources to them that helped them understand the special learning needs of their AIG children. In all situations, such information is considered confidential and should be marked in the Subject line of any e-mail sent as FERPA (Family Educational Rights & Privacy Act) to protect the contents from Public Information Access. In addition, 98% of AIG parents felt generally pleased with their children's AIG school program. This, too, could be interpreted as parents having a secure feeling about general AIG procedures protecting both student and parental rights.
 4. Maintain active AIG student testing records in a secured, locked area both at the school site and county level (See Appendix for Confidentiality of Student Records' Form).
 5. Keep all Inactive AIG student folders and records possibly due to high-school graduation, transfers to another county or state, or other reasons, in a secured, locked area for up to five years (See Appendix for Inactive and Transfer Folder Forms).
 6. Hold conferences to develop Plans of Action with AIG students, parents/guardians, and others as needed to address AIG concerns (See Appendix for Action Plan/Conference Form).
 7. Hold DEP (Differentiated Education Plan) conferences in a confidential setting to address measurable and specific strengths and possible areas needing improvement annually, or other times as needed, with AIG students, parents/guardians, and others as needed.
 8. Use confidentiality forms, as needed, for meetings or other settings (See Appendix for Confidentiality of Student Records' Form).
 9. Hold conferences based on parental/guardian's request to exit AIG student from the AIG class in confidential setting noting specific reasons and reassignments made. The AIG Director should be made aware of such exit conferences and participate when possible. The goal is to build giftedness and not encourage "de-giftedness" (See Appendix for Exit Form).

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10. Review AIG student reporting for district results, such as official AIG State Headcount reports generated in November and then again in April of the same school year and approve such headcounts.
11. Schedule confidential conferences with parents/guardians and students to share AIG testing results that are part of the multiple criteria for AIG eligibility (See Appendix for Summary Score Sheets for CogAT and ITBS Testing).
12. Share with parents/guardians and students that multiple testing sessions may be necessary to earn the scores/percentiles necessary to satisfy that requirement for AIG eligibility. The same test may only be given once in the same school year, but other types of testing may be given in that same year. For example, the ITBS (Iowa Test of Basic Skills) is an achievement test. Another achievement test may be given, but the ITBS test can only be given again the following school year. The same testing protocol holds true for the CogAT (Cognitive Aptitude Test). Other aptitude tests may be given in the same school year; however, the CogAT may only be given again the following school year. Of course, with each new school year, a different level of any standardized test would be administered.
13. Upon request, send to the receiving, new school the confidential AIG folder when an AIG-identified student transfers to another school, district, or state. Copies of original, important AIG forms will be kept in the Inactive AIG folder secured storage for documentation and verification. Transfer AIG students to BCS would have their AIG-identification status reviewed to affirm that it is comparable to that identification process used for identification in BCS. If it is not comparable but the AIG student has adequate documentation that he/she has been identified and is listed in Power School with an AIG identification, he/she may be placed in the AIG class(es) for a probationary period of time (usually nine weeks) to determine if the student appears to be able to handle the expectations and rigor of the AIG class(es). If all appears satisfactory at the end of that nine weeks' period, he/she would be allowed to remain in the AIG class(es) as a student in good standing. If there are problems, an Action Plan with measurable responsibilities for the teacher, student, and parent would be put into effect. If that intervention does not work by an agreed-upon reconvene date, the student might be placed in the general education class with a consultative AIG status until such time (usually nine weeks) that he/she can show sustained "A"-quality work and a recommendation to return to the AIG class. If approved to do so, another Action Plan would go into effect to help support the student during that transition period. The goal would be to work with the AIG student to address his personal learning via differentiation with attention given to reasons for deficiencies so that those can be addressed in order for the student to experience success. However, ultimately, all AIG students must maintain an overall 80 AIG class average and earn an 85 on their elementary-school portfolio(s) or 90 on their middle-school portfolio(s) to remain in the AIG class in good standing since the BCS AIG Plan is performance-based. Only parents/guardians can initiate an AIG student's exiting from AIG; however, the goal would be for all to collaborate to find the best educational placement for every child whether they are classified AIG or not.
14. Confirm parent and family rights are stated clearly throughout LEA policies related to advanced studies and are shared in multiple ways at multiple times to ensure parents/guardians clearly understand each step of the process, including the screening, referral, testing, criteria for meeting performance-based expectations, service delivery, grievance policy, and exiting process.
15. Have parents/guardians sign consent forms for permission to test students for potential AIG placement considerations (See Appendix for Parent Permission Form for Testing).
16. Develop additional forms, when needed, to obtain informed consent for identification, services, or other AIG student information.
17. Put in place a check-out/check-in process and form that includes the approved person needing to review the folder, date and time of such review, and date and time AIG folder was returned to its

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secured and locked storage area when reviewing confidential AIG student folders (See Appendix for Review Form for Confidential AIG Folders).

18. Have rights translated and available in various formats and in the student's native language, when needed or requested.

19. Connect local rights to parent/guardian rights in Article 9B, which protects educational rights of gifted students (See Appendix for Article 9B).

20. Consider developing an AIG Parent Handbook and AIG Teacher/Specialist Handbook that would include a clear outline of AIG student rights, identification processes, and appropriate services offered in Brunswick County Schools.

21. Use HIPPA (Health Insurance Portability & Accountability Act) in the e-mail subject line if the student information being discussed within that message centers around health issues so that the student rights are further protected from public viewing.

22. Follow Appeals' Procedure Form to ensure rights are protected and voices heard respectfully. The goal is to resolve any disagreement for students and parents/guardians via a fair, multi-level, and clear process. The first step is for the parent/guardian to request a conference in writing stating the issue or concern. This conference should be scheduled with the AIG teacher or AIG Lead Teacher within 5 school days with a written decision noted after meeting. If needed, the next step would be for the parent/guardian to request a conference with the principal in writing stating the issue or concern including the response from the first conference with the AIG teacher or AIG Lead Teacher. Again, this next conference should be scheduled with 5 school days with a written decision noted. If not satisfied, the parent/guardian can then request a conference re-evaluation with the BCS AIG Director to review both the teacher's and principal's decision. This written review decision should be completed within 5 school days. If still unsatisfied, the parent/guardian can request in writing for the Executive Director of Elementary and Middle-School Education or the Assistant Superintendent in charge of High-School Education to review all documentation of previous processes with the Executive Director's or Assistant Superintendent's written response/decision to be received within 5 more school days. If needed, the parent/guardian can then request in writing a continuation of the review process for the BCS Superintendent and should provide all documentation of previous processes. The Superintendent's written response/decision should be received within 5 school days. The parent/guardian can then request in writing a continuation of the process to the BCS Board of Education and should provide all documentation of previous processes. The Board's response will be granted within 5 school days following the next scheduled Board meeting with a written response. If needed, the final step would be for the parent/guardian to petition the administrative law judge for a contested case hearing to review all previous decisions to determine due process (See Appendix for Appeals' Procedure Form).

Ideas for Strengthen the Standard: 1. Distribute copies of the six NC AIG Program Standards (revised October 2015) to all AIG teachers and administrators so that a clearer understanding of non-negotiables can be reached.

2. Create committees and a diverse Strategic Task Force, including AIG and/or AP students, parents, teachers, and others, to review the new AIG plan.

3. Survey all representative stakeholders to gather quantitative and qualitative data from which to consult in the development of the new AIG plan using various mixed-methods' approaches.

4. Attend regional meetings, the state AIG conference, and the UNCW AIG-mini conference to network and garner information and intentional ideas for the new AIG plan.

5. Ensure that the new plan adheres to state standards and expectations and is understandable to

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various stakeholder groups and the general public.

6. Obtain local Brunswick County Board of Education approval as well as State Board of Education approval for the new AIG plan by the timeline set forth of July 15, 2016.

7. Conduct periodic internal audits of AIG folders, the nurturing program at elementary schools, AIG and AP class scheduling and student membership, the development of Honors portfolios, and other AIG or AP matters to ensure compliance.

8. Complete interim AIG reports as needed to assess and report progress.

9. Monitor the AIG State Budget (PRC 034) to verify that all funding is aligned to the local AIG plan and state guidelines.

10. Analyze the student sub-groups in the identified AIG population to determine ways to increase this under-represented AIG population based on multiple criteria using both the traditional and non-traditional models and alternative placement options for placement purposes (See Appendix for Alternative Placement Option Form).

11. Work with the Human Resources Coordinator concerning teacher state licensure and local endorsement certification for AIG in order to ensure that trained teachers are indeed teaching the AIG student population.

12. Confirm that at least one AIG and/or AP parent/guardian is an active member of each district school's PAC group to represent and advocate for the AIG program as proposed by the Assistant Superintendent of Brunswick County Schools so that AIG student group's voice is heard in county planning and support.

13. Ensure that the rights of parents/guardians and families are clearly articulated for all areas of identification, services, exiting the programs, DEP conference sessions, and all other phases of the AIG process.

Sources of Evidence: 1. Copies of current AIG Plan and Policies

2. Copies of NC AIG Program Standards (Revised October 2015)

3. Rosters, agendas, and minutes from AIG Plan meetings

4. Copies of 2015 Stakeholder Surveys and data findings

5. AIG Interim Reports

6. State AIG Budget and subsequent transactions aligned with plan goals

7. Copies of AIG data about student concerns, such as OSS and dropouts

8. Copies of AIG student growth and achievement on state and other testing, such as EOG, EOC, AP

9. Copies of AIG Headcounts from November and April of each year available

10. Spreadsheet of AIG-licensed and AIG-certified staff

11. Copies of any grievances with respect to appeal procedures and parental and student rights

12. Copies of translated AIG forms and documents needed for clearer communication

13. Copies of any exited AIG students whose parents/guardians initiated such change in status

Glossary (optional):

Appendix (optional):

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