

**Beaufort County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2019-2022**

**Approved by local Board of Education on:** 11-JUL-19  
**LEA Superintendent's Name:** Matthew Cheeseman  
**LEA AIG Contact Name:** Ashley Padgett  
**Submitted to NC Department of Public Instruction on:** 15-JUL-19

Beaufort County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2019-2022, Beaufort County Schools local AIG plan is as follows:***

**Beaufort County Schools Vision for local AIG program:** Beaufort County's academically gifted students will have the opportunity to develop their talents and abilities to their fullest potential and to use their strengths to become life-long learners able to succeed in a rapidly changing global society. We believe gifted students should develop critical thinking, creativity, technology, problem solving, persistence, communication, and collaboration skills in every class, every day. Teachers will differentiate for gifted learners by planning, teaching, reflecting, and adjusting

**Sources of funding for local AIG program (as of 2019)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$355000.00</b>	<b>\$210248.06.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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## Standard 1: Student Identification

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

### **Practice A**

Develops screening and referral processes that lead to AIG identification at all grade levels.

**District Response:** Beaufort County Schools AIG coordinator with the instructional services team collects data yearly to screen students for AIG services and to place students on watch lists. AIG school specialist/designee and school data teams look at data during the school year to monitor effectiveness of core instruction and AIG programs.

In k-3 teachers use a BCS universal screener in math and ELA three times a year, 2 times for kindergarten to identify student strengths and areas of need. mClass data and teacher district BCS Gifted Assessment Form are also considered. This data is disseminated at the school level for consideration for enrichment or mid year identification for the AIG program. Data is shared by the AIG specialist/designee with the school data team and county AIG coordinator if further screening is needed. Parents are notified by using the BCS AIG screening form. This data is shared no more than 20 school days after the end of the screening process with data team and AIG coordinator in a secure data folder as evidenced by time stamps and emails.

Beaufort County Schools AIG coordinator with the instructional services team collects data yearly to screen students for AIG services and to place students on watch lists. This is collected and organized no more than 20 days after the end of the school year and shared with the school AIG specialist or designee in a secure data folder. The AIG specialist shares screening data with the school data team, school teachers, and AIG parents within the first 10 days of school. This is evidenced by time stamps, sign in sheets, and/or agendas.

In grade 3 the OSLAT 8 is given to all students. This assessment can be given annually by parent and teacher request.

4-8 universal screener is given 3 times a year in reading and math. Parents/families and or parents may also complete the BCS Gifted Assessment Form. BCS designee may also give personalized assessment in area of academic strength if other assessments do not show clear criteria. 3-8 EOG scores and are evaluated yearly.

9-12 EOC, AP, and NCFE assessments are evaluated yearly. ACT and SAT tests may be included in identification process. BCS designee may also give personalized assessment in area of academic strength if other assessments do not show clear criteria.

This data is grades 3-8 is disseminated at the school level for consideration for enrichment or mid year identification for the AIG program. Data is shared by the AIG specialist/designee with the school data team and county AIG coordinator if further screening is needed. Parents are notified by using the BCS AIG screening form. This data is shared no more than 20 school days after the end of the

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screening process with data team and AIG coordinator in a secure data folder as evidenced by time stamps and emails.

Beaufort County Schools AIG coordinator with the instructional services team collects data yearly to screen students for AIG services and to place students on watch lists. This is collected and organized no more than 20 days after the end of the school year and shared with the school AIG specialist or designee in a secure data folder. The AIG specialist shares screening data with the school data team, school teachers, and AIG parents within the first 10 days of school. This is evidenced my time stamps, sign in sheets, and/or agendas

9-12 EOC, AP, and NCFE assessments are evaluated yearly. ACT and SAT tests may be included in identification process. BCS designee may also give personalized assessment in area of academic strength if other assessments do not show clear criteria.

Students are identified, identification enhanced, and watched yearly.  
Form for Referral to AIG Program (Also see Appendix)

Please complete the following information about the student being considered for Academically or Intellectually Gifted services.

Referral Date \_\_\_\_\_  
Student \_\_\_\_\_ School \_\_\_\_\_  
Sex \_\_\_ Race \_\_\_ Grade \_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ # \_\_\_\_\_  
Parent/Guardian Name and Address Telephone Number \_\_\_\_\_

Please list strengths that you have observed in this student.  
Please list below weaknesses that are descriptive of this student's academic performance or behavior.

Person Referring Student  
\_\_\_\_\_  
Title/Relation to Student

?  
Student \_\_\_\_\_ School \_\_\_\_\_ Sex \_\_\_\_\_  
\_\_\_\_ Race \_\_\_ Grade \_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ SI# \_\_\_\_\_  
Parent/Guardian Name and Address  
Telephone Number \_\_\_\_\_

Note: Highlight qualifying scores  
Person Initiating Review: \_\_\_\_\_ Date: \_\_\_\_\_

The multiple indicators listed below are considered in determining differentiated services.

Group Aptitude:  
Rescreen Aptitude:  
Individual Aptitude:  
Test \_\_\_\_\_  
(If Applicable)  
(If Applicable)  
% ile \_\_\_\_\_  
Test \_\_\_\_\_  
Test \_\_\_\_\_  
Date \_\_\_\_\_

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% ile \_\_\_\_\_ Date \_\_\_\_\_  
 % ile \_\_\_\_\_ Date \_\_\_\_\_  
 Achievement: Math Reading Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_  
 Individual Achievement: Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_  
 AIG Identification: \_\_\_\_\_ AG \_\_\_\_\_ AM \_\_\_\_\_ AR \_\_\_\_\_ AIG \_\_\_\_\_ IG \_\_\_\_\_  
 Grade \_\_\_\_\_  
 Grades (Final Average) \_\_\_\_\_  
 Achievement Percentiles \_\_\_\_\_  
 Annual Review \_\_\_\_\_

M  
 R  
 Sci  
 SS  
 Math  
 Reading  
 IQ  
 AAA  
 Date/Signatures of AIG Teacher and Parent  
 k-2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grads 9-12

Parent / Guardian Notice and Consent for Evaluation (Also see Appendix)

Date Sent \_\_\_\_\_  
 Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_  
 Dear \_\_\_\_\_:

School personnel have recognized a need for gathering more information on your child in the areas of intellectual aptitude, achievement and scholastic performance to determine his/her need for additional differentiated service through the AIG Program for advanced learners.

A summary of these evaluations will be shared with you. If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_. AIG

Teacher School Phone #

Parental Consent

Please sign A or B and return to the AIG Teacher.

A. YES. I give my permission for my child to receive evaluation services. (Name) (Date)  
(Relationship)

B. NO. I do not give permission for my child to receive evaluation services.  
(Name) (Date) (Relationship)

Dear \_\_\_\_\_ : Re: \_\_\_\_\_  
(Student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the \_\_\_\_\_ - \_\_\_\_\_ academic year based on his/her current needs for differentiation. Differentiated services are recommended in the AIG Program at the following level: Check all Service Modes that apply: \_\_\_\_\_ Service in Reading only \_\_\_\_\_ Service in Math only \_\_\_\_\_ Service in Reading AND Math

If you have any questions, please contact \_\_\_\_\_ (AIG Teacher)  
at \_\_\_\_\_ School at \_\_\_\_\_ (Phone Number).

Please indicate your choice with a check:

\_\_\_\_\_ I agree for my child to receive the services indicated above in the AIG Program.

—

**Practice B**

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

**District Response:** Each student in Beaufort County Schools is reviewed yearly for AIG identification and services.

Intellectually Gifted (IG) : Students possessing notably higher abilities than their same age peers, demonstrated by scoring 96% or higher in at least one area on an IQ or cognitive skills test

Academically and Intellectually Gifted: (AI): Students who have demonstrated high intellectual capacity and academic achievement (AIG). These students demonstrate cognitive processing and reasoning abilities in scholarly areas of study outside of the regular academic programming. These students perform exceptionally high on aptitude and achievement assessments. Student is both IG and AG.

Academically Gifted (AG): Students who have demonstrated high academic performance in a specific academic field within the regular academic programming. Students can be identified in reading (AG-R) or math (AG-M), or both reading and math (AG). These students perform highly on aptitude and achievement assessments.

Beaufort County Schools AIG Criteria:

K-3

IG

96 Percentile by age/grade on an IQ or Cognitive skills test

AI

Student is both IG and AG

AG

99th percentile or higher in Reading and Math on BCS diagnostic

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test

~Three authentic academic artifacts\* that support student's advanced ability/achievement in reading and math.

~Diagnostic assessment that is 2-3 grade levels above student grade

AG Math

99th percentile or higher in Math on Standardized Achievement Test OR

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test

~Three authentic academic artifacts\* that support student's advanced ability/achievement in math

~Diagnostic assessment that is 2-3 grade levels above in math

AG Reading

99th percentile or higher in Reading on Standardized Achievement Test OR

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test

~Three authentic academic artifacts\* that support student's advanced ability/achievement in reading/writing

~Diagnostic assessment that is 2-3 grade levels above in reading

3-8

IG

96 Percentile by age/grade on an IQ or Cognitive skills test

AG

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test

~93 grade in math and ELA at the end of the year or three performance artifacts\* that support student's advanced ability/achievement

~90 percentile on researched based assessments in ELA and math

AI

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Student is both IG and AG

AG Math

Student receive 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test in total or nonverbal

~93 grade in math at the end of the year or three authentic academic artifacts\* that support student's advanced ability/achievement in math

~90 percentile on researched based assessment in math

AG Reading

Student receive 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test in total or verbal

~93 grade in ELA at the end of the year or three authentic academic artifacts\* that support student's advanced ability/achievement in reading and writing

~90 percentile on researched based assessment in ELA

9-12

IG

96 Percentile by age/grade on an IQ or Cognitive skills test

AG

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test

~93 grade in math, science, and ELA at the end of the semester or three authentic academic artifacts\* that support student's advanced ability/achievement in reading and math

~90 percentile on researched based assessments in two out of three ELA, science, and math

AI

Student is both IG and AIG

AG Math

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test in total or nonverbal

~93 grade in math at the end of the semester or three authentic academic artifacts\* that support student's advanced ability/achievement in math

~90 percentile on researched based assessments in math

AG Reading

Student receives 2 out of 3

~90 Percentile by age/grade on an IQ or Cognitive skills test in total or verbal



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~93 grade in ELA at the end of the semester or three authentic academic artifacts\* that support student's advanced ability/achievement

~90 percentile on researched based assessments in ELA

\*Authentic academic artifacts can be both quantitative and qualitative in nature, showing clear supporting evidence for student identification. Artifacts may include, but are not limited to the following: above grade level work products; student writing reflections; outstanding achievement outside of the classroom; ESL progressions; and other standardized assessment measures.

This data is disseminated at the school level for consideration for enrichment or mid year identification for the AIG program.

Beaufort County Schools AIG coordinator with the instructional services team collects data yearly to screen students for AIG services and to place students on watch lists. This is collected and organized no more than 20 days after the end of the school year and shared with the school AIG specialist or designee in a secure data folder. The AIG specialist shares screening data with the school data team, school teachers, and AIG parents within the first 10 days of school. This is evidenced by time stamps, sign in sheets, and/or agendas.

BCS forms are kept and shared with qualification data. This data is also placed in Powerschool by the AIG specialist before the fall and spring headcount.

Student \_\_\_\_\_ School \_\_\_\_\_ Sex \_\_\_\_\_  
Race \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_ SI# \_\_\_\_\_

Parent/Guardian Name and Address \_\_\_\_\_

Telephone Number \_\_\_\_\_

Note: Highlight qualifying scores

Person Initiating Review: \_\_\_\_\_ Date: \_\_\_\_\_

The multiple indicators listed below are considered in determining differentiated services.

Group Aptitude:

Rescreen Aptitude:

Individual Aptitude:

Test \_\_\_\_\_

(If Applicable)

(If Applicable)

% ile \_\_\_\_\_

Test \_\_\_\_\_

Test \_\_\_\_\_

Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

Achievement: Math Reading Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Individual Achievement: Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

AIG Identification: \_\_\_\_\_ AG \_\_\_\_\_ AM \_\_\_\_\_ AR \_\_\_\_\_ AIG \_\_\_\_\_ IG  
Grade \_\_\_\_\_  
Grades (Final Average) \_\_\_\_\_  
Achievement Percentiles \_\_\_\_\_  
Annual Review \_\_\_\_\_

M \_\_\_\_\_  
R \_\_\_\_\_  
Sci \_\_\_\_\_  
SS \_\_\_\_\_  
Math \_\_\_\_\_  
Reading \_\_\_\_\_  
IQ \_\_\_\_\_  
AAA \_\_\_\_\_  
Date/Signatures of AIG Teacher and Parent \_\_\_\_\_

Parent / Guardian Notice and Consent for Evaluation

Date Sent \_\_\_\_\_  
Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Dear \_\_\_\_\_:  
School personnel have recognized a need for gathering more information on your child in the areas of intellectual aptitude, achievement and scholastic performance to determine his/her need for additional differentiated service through the AIG Program for advanced learners.  
A summary of these evaluations will be shared with you. If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_. AIG  
Teacher School Phone # \_\_\_\_\_

Parental Consent

Please sign A or B and return to the AIG Teacher.  
A. YES. I give my permission for my child to receive evaluation services. (Name) (Date) (Relationship)  
B. NO. I do not give permission for my child to receive evaluation services. (Name) (Date) (Relationship)

**Practice C**

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

**District Response:** Data is collected from multiple sources so that the BCS AIG coordinator, school AIG specialist/school designee, and school data team can make the appropriate AIG placement. Data is collected on all students in grades k-12. Data is compiled by Powerschool specialist, accountability department, coaches, AIG coordinator, and AIG school specialist on each student. Universal screeners, in reading and math are given three times a year for grades 1-8 and two times

for kindergarten. The OLSAT is given in the fall to all third graders, but it will also be given yearly by request of families or school personnel. OLSAT scores are considered in verbal, nonverbal, grade level, and age for identification.

Instructional services also gives individualized researched based assessments to students that are being watched, that do not qualify by other indicators.

When data is compiled, AIG Specialists/school designee review available scores, identifying students who show clear evidence of needing AIG services or who show the potential for needing AIG services. Students that meet some but not all criteria will be placed on a watch list. AIG specialist/school designee will share with appropriate teachers.

As a deeper awareness of the characteristics of gifted children beyond standardized test scores continues with all school personnel, an increase in referrals from the traditionally underrepresented populations should continue to emerge. AIG Specialists will support teachers in the early recognition of outstanding potential in children from all populations and share opportunities for cultivating potential in these students. In addition, the Exceptional Children's Department will provide professional development to AIG Specialists to give further recognition of students who are twice exceptional.

The ESL Department will provide assistance to classroom teachers on recognizing and nurturing ESL students showing traits of giftedness. Practices to increase students nominated and identified should include authentic procedures for evaluation such as portfolios or performance assessment, analyzing subtest scores for strengths, and developing culture-specific checklists and rating scales.

School data teams with AIG specialist/AIG designee look at school AIG data twice a year to determine which subgroups are underrepresented. This team makes recommendations for students that may need alternative screening process. This information is shared with the BCS AIG coordinator twice yearly during the fall and spring AIG headcount as evidenced by BCS AIG forms shared in secure AIG data folder. Within 20 school days of receiving forms, BCS AIG coordinator will communicate with data team about types of data that needs to be collected. Parents will sign permission for referral form . Authentic academic artifacts will be collected from core teachers or AIG specialist/designee. One on one assessments may be given by instructional services. New data will be shared with AIG specialist/designee and school data team. When applicable students will in AIG program or on watch list.

Schools whose under-represented population are above local norms, will work with AIG specialist after the fall head count to create a school PD plan to expand understanding of giftedness and address subgroup misperceptions.

Schools will use academic competition money to continue to provide opportunities for exhibitions of academic strength for all students. Requests for funding to student services will be made with a form that shares student populations. This data will be analyzed yearly for equity by student services and instructional services.

**Practice D**

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

**District Response:** Process and procedures used by Beaufort County Schools will ensure that reliable and consistent screening, referrals, and identification will be consistent across the county. Data is collected from multiple sources so that the school gifted committee will make the appropriate placement. Data is collected on all students in grades k-12. Data is compiled by Power school specialist, accountability department, coaches, AIG coordinator, and AIG school specialist on each student.

This data is placed in a secure excel sheet for equality in screening, monitoring, and identification. Students that are identified as gifted are added to PowerSchool and checked against the list in the fall and spring headcount. Students that miss by one criteria point are placed on a watch list. Schools will then collect artifacts through out the year to ensure that proper placement. These artifacts are placed in an AIG folder.

This data is updated yearly for consistent screening within 20 days of the end of the school year, or withing 20 days of scores being available.

Professional development in the fall of each year will be held during each schools data team, MTSS team, or SIT to explain the screening process. Administrators will receive comprehensive training on the identification process in the fall of each academic year. Sign in sheets and or badging will be used to document identification PD.

Records of screening, referral, and identification processes will be kept by school AIG specialist/designee and by BCS AIG coordinator.

Instructional services team will audit these records each spring before the AIG spring headcount.

Referral to AIG Program

Please complete the following information about the student being considered for Academically or Intellectually Gifted services.

Referral Date \_\_\_\_\_  
Student \_\_\_\_\_ School \_\_\_\_\_

Sex \_\_\_ Race \_\_\_ Grade \_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ # \_\_\_\_\_

Parent/Guardian Name and Address Telephone Number \_\_\_\_\_

Please list strengths that you have observed in this student.

Please list below weaknesses that are descriptive of this student's academic performance or behavior.

Person Referring Student

Student \_\_\_\_\_ School \_\_\_\_\_ Sex \_\_\_\_\_  
\_\_\_ Race \_\_\_ Grade \_\_\_ Date of Birth \_\_\_/\_\_\_/\_\_\_ Age \_\_\_ SI# \_\_\_\_\_

Parent/Guardian Name and Address

Telephone Number \_\_\_\_\_

Note: Highlight qualifying scores

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Person Initiating Review: \_\_\_\_\_ Date: \_\_\_\_\_

The multiple indicators listed below are considered in determining differentiated services.

Group Aptitude:

Rescreen Aptitude:

Individual Aptitude:

Test \_\_\_\_\_

(If Applicable)

(If Applicable)

% ile \_\_\_\_\_

Test \_\_\_\_\_

Test \_\_\_\_\_

Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

Achievement: Math Reading Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Individual Achievement: Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

AIG Identification: \_\_\_\_\_ AG \_\_\_\_\_ AM \_\_\_\_\_ AR \_\_\_\_\_ AIG \_\_\_\_\_ IG

Grade

Grades (Final Average)

Achievement Percentiles

Annual Review

M

R

Sci

SS

Math

Reading

IQ

AAA

Date/Signatures of AIG Teacher and Parent

k-2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

9-12

Parent / Guardian Notice and Consent for Evaluation

Date Sent \_\_\_\_\_

Student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Dear \_\_\_\_\_:

School personnel have recognized a need for gathering more information on your child in the areas of intellectual aptitude, achievement and scholastic performance to determine his/her need for additional differentiated service through the AIG Program for advanced learners.

A summary of these evaluations will be shared with you. If you have any questions, please contact \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_ . AIG

Teacher School Phone # \_\_\_\_\_

Parental Consent

Please sign A or B and return to the AIG Teacher.

A. YES. I give my permission for my child to receive evaluation services. (Name) (Date)  
(Relationship)

B. NO. I do not give permission for my child to receive evaluation services.  
(Name) (Date) (Relationship)

Dear \_\_\_\_\_ : Re: \_\_\_\_\_  
(Student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the \_\_\_\_\_ - \_\_\_\_\_ academic year based on his/her current needs for differentiation. Differentiated services are recommended in the AIG Program at the following level:

Check all Service Modes that apply: \_\_\_\_\_ Service in Reading only \_\_\_\_\_ Service in Math only \_\_\_\_\_  
Service in Reading AND Math

If you have any questions, please contact \_\_\_\_\_ (AIG Teacher)  
at \_\_\_\_\_ School at \_\_\_\_\_ (Phone Number).

Please indicate your choice with a check:

I agree for my child to receive the services indicated above in the AIG Program.

I do not agree for my child to receive services in the AIG program.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Date Parent

### **Practice E**

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

**District Response:** Beaufort County Schools AIG Coordinator will communicate the screening, referral, and identification process to school personnel, parents/families, students, and other stakeholders in the following ways:

1. AIG website will contain the following about the screening, referral, and identification:
  - a. flow chart of process
  - b. current plan
  - c. PDF of school brochure
  - d. AIG Coordinator and school AIG specialists contact information
  - e. PowerPoint outlining process
  - f. Video of process
2. Beaufort County AIG leaders and parent advisory boards will be informed of the process.
3. Brochures and FAQ will be available at each k-12 school.
4. PowerPoint, videos, and brochures may be used at school level curriculum nights and/or open houses.
5. Communicate process with SIT teams in the summer or fall after AIG plans are approved.
6. Communicate process at administrative leadership team meetings in the summer or fall after plan is approved.
7. Translate plan and brochures into Spanish.
8. Communicate process with EC and ELL leadership in the summer or fall after plan is approved.

### **Practice F**

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

**District Response:** Once a student is identified an AIG file will be created that will be transferred with the child. The folder will include all evidence from the identification process. When applicable this evidence will include test scores and class grades on a Beaufort County Schools identification form. When applicable other data may be included in the folder such as interviews, work samples, writing samples, etc.

Each AIG student's cumulative folder will be marked with pink sticker and date of initial identification.

Data about identification will also be added to each identified AIG students PowerSchool file by the

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AIG specialist. This identification data will updated before the fall and spring AIG headcount.

Parents/families/guardians will be informed of the folder and it's contents by the school AIG specialist by using a Beaufort County Schools form letter. Parents will meet with school AIG specialist for initial review of the folder when the child is identified. At this meeting parents will be given hard copies of folder contents.

tudent \_\_\_\_\_ School \_\_\_\_\_ Sex \_\_\_\_\_  
Race \_\_\_\_\_ Grade \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Age \_\_\_\_\_ SI# \_\_\_\_\_

Parent/Guardian Name and Address

Telephone Number \_\_\_\_\_

Note: Highlight qualifying scores

Person Initiating Review: \_\_\_\_\_ Date: \_\_\_\_\_

The multiple indicators listed below are considered in determining differentiated services.

Group Aptitude:

Rescreen Aptitude:

Individual Aptitude:

Test \_\_\_\_\_

(If Applicable)

(If Applicable)

% ile \_\_\_\_\_

Test \_\_\_\_\_

Test \_\_\_\_\_

Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

% ile \_\_\_\_\_ Date \_\_\_\_\_

Achievement: Math Reading Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

Individual Achievement: Test \_\_\_\_\_ Test \_\_\_\_\_ % ile \_\_\_\_\_ % ile

\_\_\_\_\_ Date \_\_\_\_\_ Date \_\_\_\_\_

AIG Identification: \_\_\_\_\_ AG \_\_\_\_\_ AM \_\_\_\_\_ AR \_\_\_\_\_ AIG \_\_\_\_\_ IG

Grade

Grades (Final Average)

Achievement Percentiles

Annual Review

M

R

Sci

SS

Math

Reading

IQ

AAA

Date/Signatures of AIG Teacher and Parent

k-2

Grade 3



7/16/2019

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

9-12

Dear \_\_\_\_\_ : Re: \_\_\_\_\_

(Student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the \_\_\_\_\_ - \_\_\_\_\_ academic year based on his/her current needs for differentiation. Differentiated services are recommended in the AIG Program at the following level:

Check all Service Modes that apply: \_\_\_\_\_ Service in Reading only \_\_\_\_\_ Service in Math only \_\_\_\_\_ Service in Reading AND Math

If you have any questions, please contact \_\_\_\_\_ (AIG Teacher) at \_\_\_\_\_ School at \_\_\_\_\_ (Phone Number).

Please indicate your choice with a check:

\_\_\_\_\_ I agree for my child to receive the services indicated above in the AIG Program.

\_\_\_\_\_ I do not agree for my child to receive services in the AIG program.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Date Parent

Signature(s)

?

Differentiated Education Plan (DEP) Student: \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_ Need for Differentiation/Service Mode:

7/16/2019

\_\_\_ Service in Reading only

\_\_\_ Service in Math only

\_\_\_ Service in Reading AND Math

Area(s) of Strength (circle): Reading / Math / Aptitude

Enrichment

Regular Classroom \_\_\_ Flexible Grouping \_\_\_ Ability Grouping \_\_\_ Cluster Grouping Resource Services: \_\_\_ Resource Support \_\_\_ In-class Service \_\_\_ Pull-out Service \_\_\_ Reading \_\_\_ Math \_\_\_ Other (Write In) Curriculum (4th& 5th Grade) \_\_\_ Middle School AIG Curriculum \_\_\_ Pre-Algebra \_\_\_ Algebra \_\_\_ Geography \_\_\_ English 1 \_\_\_ Interdisciplinary Instruction \_\_\_ Curriculum Compacting \_\_\_ Contracts \_\_\_ Product Modification \_\_\_ Problem-Based Learning \_\_\_ Differentiated Units \_\_\_ Advanced Technology Training \_\_\_ Independent Investigations/Study \_\_\_ Subject Acceleration \_\_\_ Grade Acceleration \_\_\_ Mentoring

Comments:

Signatures: AIG Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Regular Classroom Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Individualized Differentiated Education Plan (IDEP)

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ Name of School \_\_\_\_\_ School Year \_\_\_\_\_ Strengths:

Areas of Need:

Plan for Services:

Responsibility for Carrying Out Program:

Evaluation/Assessment:

Recommendation for following year: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Checklist for AIG Folders

AIG Teacher: Please check the forms that are included in this AIG folder. Student

\_\_\_ A-1 Referral to AIG Program \_\_\_ A-2 Student AIG Data Record \_\_\_ A-3 Parent/Guardian Notice and Consent for Evaluation \_\_\_ A-4 Differentiated Education Plan \_\_\_ A-5 AIG Program Parent/Guardian Consent for Initial Placement \_\_\_ A-7 AIG Service Determination Meetings \_\_\_ A-8 Individualized Differentiated Education Plan \_\_\_ Other:

Grk-3: \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 4: School Year \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 5: School Year \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 6: School Year \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 7: School Year \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 8: School Year \_\_\_ School \_\_\_ AIG Teacher \_\_\_ Gr 9-12: r \_\_\_\_\_

?  
End of Year AIG Record Transfer  
School Name \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_ School Year

\_\_\_\_\_  
Record Number  
Last Name  
First Name  
MI  
Race  
Sex  
Grade  
AIG area of identification

Person receiving AIG folders must verify by signing below. Do not accept folders with incomplete information.

Person transferring records should file a signed copy of this form and forward a signed copy to the AIG Coordinator.

Records Received by \_\_\_\_\_ Date \_\_\_\_\_ Receiving School \_\_\_\_\_  
Records Transferred by \_\_\_\_\_ Date \_\_\_\_\_ Sending School \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

Dear Parents,

Enclosed are your child's Differentiated Education Plan (DEP) and AIG Program Parent /Guardian Consent for Initial Placement forms. These forms are being sent home since we were unable to set up a conference, as we discussed during our phone conversation on \_\_\_\_\_. Please sign both documents and return them to school. Once received, I will send a copy back to you. Service cannot begin until these forms are signed and returned. If you have any questions or concerns, please feel free to contact me at \_\_\_\_\_. I look forward to working with your child.

Yours truly,  
AIG Teacher

**Ideas for Strengthen the Standard:** Common use of AIG folders and forms in all schools modeled after the MTSS process.

Yearly data meetings with the BCS Board

**Sources of Evidence:** Website

BCS Forms  
BCS AIG Folders  
BCS Board AIG presentation

## **Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

**District Response:** AIG specialist/school designee, and regular education teachers will together provide comprehensive services that address the needs of gifted learners across all grade levels. The motto of our BCS Instructional Framework is "Every student, every class, every day" which was modeled after the AIG motto of " All Day, Everyday."

In our BCS Instructional Framework all teachers are tasked to teach students to collaborate, critically think, be creative, use appropriate technology, problem solve, communicate and persist. To do this all teachers must plan, teach, reflect, and adjust.

In grades k-3, AIG specialists/designee will be working with identified and non identified students. To help teachers grow students, sometimes specialist will push in to work with clusters of students on particular skills. Some weeks, students will receive pull out services. AIG specialist will also model lessons and provide curricular materials as needed. Identified students will receive at least one hour of work with the school's AIG specialist or designee with either push in or pull out services. This schedule will be created with the administrator, AIG specialist/designee, and the regular ed teachers. Cluster grouping will also be used. Clusters will contain a minimum of four identified/watch list students. Regular ed teachers will be expected to use math and ELA stations/differentiation during Core. This differentiation will be evident in lesson plans and observed with formal and informal observations conducted by administration and AIG coordinator. K-3 school counselors will teach weekly lessons to address the social and emotional needs of students. One on one counseling will be provided as needed by school counselor.

In grades 4-5 identified students will be cluster grouped during regular ed time. Clusters should have a minimum of four identified students. Watch list students may also be in clusters. These students will also receive a minimum of three hours a week in pull out direct services. Students who received a level five in the math EOG will receive acceleration even if the child is not identified as AIG. This acceleration will be part of the math instruction time. Centers and other strategies will be used to provide acceleration. Regular ed teachers will be expected to use math and ELA stations/differentiation during Core. This differentiation will be evident in lesson plans and observed with formal and informal observations conducted by administration and AIG coordinator. 4-5 school counselors will teach weekly lessons to address the social and emotional needs of students. One on one counseling will be provided as needed by school counselor. AIG parents and students will be made aware of competitions, camps, and other opportunities by school and BCS AIG websites.

6-8  
Students will be cluster grouped or in AIG core classes in ELA and math. School have additional time scheduled for enrichment daily. This differentiation will be evident in lesson plans and observed with formal and informal observations conducted by administration and AIG coordinator. One on one counseling will be provided as needed by school counselor or other resource. AIG students will be encouraged to participate in academic competitions in area of strength or interest. AIG parents and students will be made aware of competitions, camps, and other opportunities by school and BCS AIG websites.

9-12  
Students will have the same homeroom and school counselor for four years, BCS GRADD program. These professions will work with AIG students to ensure that they are taking a rigorous course of study that follows their plan for after high school. All BCS student have the options to take honors classes in ELA, math, science, history, arts, world language and CTE. All BCS students may take AP courses in their area of interest. These classes may be face to face or with NCVPS. BCS students are encouraged to take NCSSM classes. NCVPS and NCSSM are taught in a facilitators lab so that students get technology and academic support. All BCS students have access to a college liaison through a partnership with BCCC. Textbooks for CCP course are purchased by BCS to provide equitable opportunities. One on one counseling will be provided as needed by school counselor or other resource. AIG students will be encouraged to participate in academic competitions in area of strength or interest. AIG parents and students will be made aware of competitions, camps, and other opportunities by school and BCS AIG websites.

BCS has a budget for academic competitions. This budget is used for k-12 math, science, and ELA competitions.

### **Practice B**

Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** Beaufort County Schools programs and services look different at different grade spans and schools. These services and programs meet the diverse needs of our gifted students.

The Beaufort County Schools instructional framework focuses on the intellectual, social and emotional needs of our students. Instruction and lesson plans are monitored to ensure that student learning k-12 includes: critical thinking, creativity, technology, problem solving, persistence, communication, and collaboration. Since 2010 all pacing and instructional frameworks contain research based strategies to differentiate curriculum in all content areas. When pacing guides/instructional frameworks are rewritten, special consideration is given to ensure that the practice continues.

k-3 students- Teachers are trained in reading and math stations/centers. These stations differentiate the curriculum and enhance the instruction for advanced learners. Teachers use formative

assessments and math/reading screeners to determine appropriate groups. Identified students will receive at least one hour of work with the school's AIG specialist or designee with either push in or pull out services a week. This schedule will be created with the administrator, AIG specialist/designee, and the regular ed teachers. If data shows that a student needs more enrichment, they are tested individually by math, reading coaches and school psychologists to ensure proper placement.

4-8 identified students-Teachers use core curriculum that is rigorous and includes extension activities. This includes researched based teacher strategies. No curriculum materials are purchased by BCS that do not have extension activities included as evidenced by the review by instructional services. Identified students receive compacted instruction so that they may have time to work in the extension activities. Students in grades 6-8 are also given the opportunity to take high school classes through NCVPS. These classes are scheduled during the regular school day or as a fifth period if the student prefers.

9-12 identified/watch list students: Students will have the same homeroom teacher and counselor for four years. These advocates will ensure students are taking rigorous high school course work. It is expected that AIG students take multiple honors, AP and or CCP classes. For courses that are not available, students are encouraged to take NCVPS and NCSSM courses. Documentation of twice yearly conversations will be kept by homeroom teacher and/or school counselor. This documentation will be reviewed by either student services, CTE director, AIG coordinator, school administrator, or instructional services representative yearly.

AIG Coordinator, ELL lead teacher and EC Director will work together to create a task force for twice exceptional students. Task force will help create practices for the service of twice exceptional. this task force will meet at least twice yearly. Minutes from the task force will be shared with AIG school specialists/designees, instructional services, and superintendent.

School AIG specialists will meet quarterly during the school day to share resources. School AIG specialists will meet with department/grade level PLCs monthly to help with planning of acceleration activities for AIG students during core to ensure students are receiving services throughout the day. Resources that are shared among schools such as coding robots or curriculum kits will be checked out at central services using Destiny software. This will be monitored by instructional services.

AIG leadership team will meet twice yearly to review Beaufort County School policies that relate to AIG services and make suggestions for changes. The minutes of these meetings will be shared with Executive Director of Instructional Services and superintendent within 10 days of meeting.

AIG coordinator will work with school administration leadership to make sure that schedules, practices, and environment address the needs of AIG students. Cluster grouping and enrichment schedules will be monitored in master schedule. EVAAS and other data sources will be considered when determining proper placement when applicable for students.

AIG coordinator and CTE director will work together on honors integration in CTE classes. This will be evidenced by student schedules and increase in honors CTE courses taught yearly in each of the traditional high schools.

AIG coordinator, instructional services team, and student services director will plan usage of the

academic competition budget to supplement AIG programming. This will be evidenced by requests from teachers and budget reports run by the finance department.

AIG coordinator is a part of Beaufort County Schools instructional services team which ensures that AIG is represented during discussions of curriculum, resources, personal, and budget. This is evidenced by agendas, minutes, and meeting invitations.

### **Practice C**

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

**District Response:** K-8 principals and school counselors will schedule AIG students in clusters. Clustering of AIG students (defined as a group of 4-7 identified students) allows students of similar interests, readiness, and abilities to work together. This cluster grouping will be discussed at leadership meetings with administrators and school counselors. Clusters will be monitored by PowerSchool reports and master schedule within the first 10 days of the school year by the AIG specialist. Exceptions can be made based on social and emotional needs of AIG student. If exceptions occur, documentation needs to be sent by email to AIG specialist. Also, student should then be cluster grouped with watch students.

K-8 AIG Specialists extend BCS instructional strategies through weekly push-in and/or pull out services. This schedule will be sent to BCS AIG specialist in the first 20 days of the school year and updated as changes occur. AIG specialist and instructional services will monitor schedule at the school during school visits. Administration will observe formally and informally throughout the year.

When applicable, AIG specialists will collaborate with teachers of advanced English/Language Arts and math courses in grades 6-8 to ensure the instructional framework strategies are implemented for advanced learners. All BCS instruction/pacing guides include activities for differentiation gifted students for each standard. Lesson plans will be sent to administration and be available to AIG specialist/designee, AIG coordinator, and instructional services. AIG specialist and instructional services will monitor schedule at the school during school visits. Administration will observe formally and informally throughout the year.

Each student in grades 3-12 that receives a level five on the EOG or EOC will be placed in a higher level math class or receive advanced math pull out services weekly. This data will be sent by AIG coordinator or accountability to each school. Schedules will be developed and kept at school and sent to AIG coordinator. Lesson plans will be sent to administration and be available to AIG specialist/designee, AIG coordinator, and instructional services. AIG specialist and instructional services will monitor schedule at the school during school visits. Administration will observe formally and informally throughout the year.

GRADD program 6-12 will be used for collaborate with colleagues to implement best practices for gifted and advanced students in Honors and Advanced Placement courses. Teachers of Advanced Placement courses must submit, and have authorized, a course syllabus which includes the effective

instructional strategies which meet the needs of advanced learners. This syllabus is part of the AP Course Audit process for College Board.

Data teams at the school and county level will disseminate data annually to ensure that grouping practices are meeting the needs of our AIG students. Growth and achievement data will be monitored using mClass data, EOC, EOG, ACT, CTE assessments, NCFEs and iReady. School AIG data will then be shared with AIG leadership team and AIG specialist monthly PLC meetings to reflect, plan, and adjust AIG academic and/or social/emotional needs. Minutes of these meetings will be shared with Executive Director of Instructional Services within 10 days of meeting. Needs for students will be shared back with school team within 10 days of meeting by AIG school specialist/designee or BCS AIG coordinator.

### **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:** Beaufort County Schools AIG Coordinator will communicate the delivery of differentiated services and instruction for AIG students, regulations, and the local AIG plan in the following ways:

1. AIG website will contain the following about the screening, referral, and identification:
  - a. flow chart of process
  - b. current plan
  - c. PDF of school brochure
  - d. AIG Coordinator and school AIG specialists contact information
  - e. PowerPoint outlining process
  - f. Video of process
2. Beaufort County AIG leaders and parent advisory boards will be informed of the process.
3. Brochures and FAQ will be available at each k-12 school.
4. PowerPoint, videos, and brochures may be used at school level curriculum nights and/or open houses.
5. Communicate process with SIT teams
6. Communicate process at administrative leadership team meetings.
7. Translate plan and brochures into Spanish.
8. Communicate process with EC and ELL leadership

This communication will also link to the Beaufort County School's Instructional Framework and Instructional Guides/Pacing Guides. Examples will be highlighted how the framework and guides address AIG every day/all day.

School leadership and leadership teams will be notified about changes in legislation, policies, programs and services by face to face meetings and emails. Standard presentation will be used at each school.

AIG handbook will be made available on the website, in school libraries, and central services. This



handbook will contain an overview of key Beaufort County School's AIG plan. Schools will also be given a guide to create a school level brochure to highlight their 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:** AIG identification and services will be kept in two places. Each student will have an AIG folder that will include identification information, current DEP/IDEP, services provided, growth/achievement data, and artifacts in applicable. Service and identification will be added to PowerSchool and updated before the fall and spring head count. School AIG specialist or guidance counselor will sign log when records have been transferred from school to school. School AIG specialist or guidance counselor will meet with teachers of AIG students and share information from folder, DEP/IDEP, and other applicable information in the fall of each year. Sign in sheets will be used to monitor. Folders will be kept in a central location at each school identified by administration.

Process for AIG folders will be part of common BCS process used by ELL, 504, MTSS, and EC. Teacher will know that pink stickers on cumulative folders mean that there is an AIG folder.

AIG school specialist or designee will meet with grade level/department PLCs to make sure that communication about services is clear for all teachers. Minutes and sign in sheets will be kept of these meetings.

SIT teams at each school will be presented with the AIG communication plan. This will be shared at staff and/or PLCs. Minutes and sign in sheets will be kept of these meetings.

At spring AIG specialists meetings, receiving teachers and feeder AIG teachers will review DEPs/IDEPs and begin plans for the fall of the following year to ensure continuation of services.

Students attend school visits of schools during the spring to prepare for the fall.

High school counselors, homeroom teachers, and college liaisons will work with AIG students and teachers to schedule rigorous courses that match their post high school plans. This is part of the Beaufort County Schools GRADD plan.

Checklist for AIG Folders

AIG Teacher: Please check the forms that are included in this AIG folder. Student

\_\_\_\_ A-1 Referral to AIG Program \_\_\_\_ A-2 Student AIG Data Record \_\_\_\_ A-3 Parent/Guardian Notice and Consent for Evaluation \_\_\_\_ A-4 Differentiated Education Plan \_\_\_\_ A-5 AIG Program Parent/Guardian Consent for Initial Placement \_\_\_\_ A-7 AIG Service Determination Meetings \_\_\_\_ A-8 Individualized Differentiated Education Plan \_\_\_\_ Other:

Grk-3: \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 4: School  
Year \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 5: School  
Year \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 6: School

Year \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 7: School  
Year \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 8: School  
Year \_\_\_\_\_ School \_\_\_\_\_ AIG Teacher \_\_\_\_\_ Gr 9-12: r \_\_\_\_\_  
?

End of Year AIG Record Transfer

School Name \_\_\_\_\_ Page \_\_\_\_ of \_\_\_\_ School Year

Record Number

Last Name

First Name

MI

Race

Sex

Grade

AIG area of identification

K

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16  
17  
  
18  
  
19  
  
20

Person receiving AIG folders must verify by signing below. Do not accept folders with incomplete information.

Person transferring records should file a signed copy of this form and forward a signed copy to the AIG Coordinator.

Records Received by \_\_\_\_\_ Date \_\_\_\_\_ Receiving School \_\_\_\_\_

Records Transferred by \_\_\_\_\_ Date \_\_\_\_\_ Sending School \_\_\_\_\_

?

**Notification of AIG Students**

Regular Education Classroom Teacher \_\_\_\_\_

AIG Teacher \_\_\_\_\_ School \_\_\_\_\_

The following AIG identified students are in your class this year. Please note the area of service is noted for each student.

AIG Student

Reading

Math

The following students are currently on a "watch list" of students who scored at or above the 86%ile on a standardized aptitude test, but have not yet been identified. (These students receive no AIG service at this time.)

"Watch List" Students

**Practice F**

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

**District Response:** Student services director, AIG coordinator, CTE director, curriculum directors, and k-12 counselors meet in a monthly PLC. Through collaboration this PLC works on identifying the social and emotional needs of students in Beaufort County. They share resources and best practices. This group then works with students and teachers to provide resources and implementation of resources. While AIG needs are always a part of these meetings, one meeting in

the fall and one in the spring will be specifically about the social and emotional needs of AIG students. Minutes of these meetings are shared with student services director, CTE director, curriculum directors, instructional services executive director, and superintendent.

Lesson plans and counseling schedules are monitored by school administrators. School administrators do formal and informal observations.

Each school has a PBIS team that meets according to school practice to plan programs based on social and emotional data at the school to meet the needs of students. A teacher that works with AIG students is a member of the team. Minutes from the team are shared at the school level and with district MTSS leadership team. AIG coordinator is on the district MTSS team. School needs for additional social and emotional support are sent to EC, student services, and district MTSS team. Observations and plans for individual students are supported by student services and EC.

### **Practice G**

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

**District Response:** Beaufort County Schools has multiple policies and practices for a variety of acceleration opportunities.

Process for Early Entry to Kindergarten process:

- Student Aptitude- The child shall score at the 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable tests, that shall be administered by a licensed psychologist.\*
- Achievement- The child shall score at the 98th percentile on either Reading or Mathematics on a standard test such as the Metropolitan Readiness Test, the Stanford Early School Achievement test, the Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics (TEMA), the Test of Early Reading Ability (TERA) or any other comparable tests that shall be administered by a licensed psychologist.\*
- Performance- The child shall be able to perform tasks well above same-age peers as evidenced by behaviors in one or more areas such as independent reading, problem-solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions.
- Observable Student Behavior/Student Interest- The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently within a group. The parent shall provide two recommendation letters (from non-family members) with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists

include The California Preschool Competency Scale, the Harrison Scale or any other comparable scale of early social development. □ Motivation/Student Interest- The principal or principal's designee shall conduct an informal interview with the child and a more structured interview to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

\*Parents are responsible for arranging and paying for this test. BCS can not provide a recommendation for a psychologist. It is recommended parents/guardians obtain recommendations from the child's pediatrician or family physician.

Parents wishing to have their children considered must submit information within the first 30 calendar days of the school's instructional year. All testing should be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parents' request for enrollment within three weeks of receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parents at least 10 days notice before exiting the child from school so the parent may arrange child care, if needed.

Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days, or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the AIG school-based committee shall review the child's information to determine if the child meets the expectations established by the LEA's Plan for Gifted Education. If the team determines the child is eligible to receive gifted services, it shall develop an Individual Differentiated Education Plan (IDEP) for the child.

Beaufort County School Policy 3420- Student Promotion and Accountability was written to make sure that acceleration is clear.

Beginning with the 2014-15 school year, the superintendent shall provide opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent.

#### Acceleration

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment).

Although student placement ahead of grade should be approached with caution, the principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate. The final decision to advance a student in grade shall rest with the principal, with

the agreement of the student's parent or guardian.

To receive credit toward graduation, high school students must participate in approved group or individual instructional experiences in grades 9 through 12 or through approved courses at off-campus institutions. The superintendent shall provide any additional criteria necessary to make a determination of whether credit may be awarded.

Students in middle school may take high school courses in ELA, science, social studies, and world languages with NCVPS.

All students that receive a level 5 or higher on an EOC or EOG will be identified AIG in math and will receive accelerated math differentiation or when applicable course acceleration/honors/AP level.

In grades 9-12 all students may take honors or AP courses. All students are encouraged to take dual credit courses with Beaufort Community College. College liaisons and high school counselors work together to create rigorous dual credit schedules. All textbooks for dual credit courses are provided by Beaufort County Schools.

### **Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** In K-3 teachers use stations and centers to differentiate instruction and enrich students when standards have been mastered. This is provided for all students to develop talents. These students are progressed monitored. Lesson plans that include differentiation are monitored by school administration. School administration conducts formal and informal observations. Instructional services monitors differentiation through observations, collected data, and lesson plan evaluation. When needed additional staff development will be conducted and strategies monitored by instructional services in the areas of rigor and differentiation.

In k-8 all students use the online iReady instructional system that differentiates and accelerates reading and math based on universal screeners that are given three times a year. When students grow beyond the program, individual content acceleration is provided for all at the school level. Lesson plans that include differentiation/acceleration with iReady or other programs are monitored by school administration. School administration conducts formal and informal observations. Instructional services monitors differentiation through observations, collected data, and lesson plan evaluation. When needed additional staff development will be conducted and strategies monitored by instructional services in the areas of rigor and differentiation.

In grades 9-12 all students are encouraged to take honors and AP classes. All students are encouraged to take dual enrollment classes at our community college. Teachers in preAP high school classes are sent to AP training to learn strategies for advanced differentiation. Lesson plans that include differentiation are monitored by school administration. School administration conducts formal and informal observations. Instructional services monitors differentiation through observations, collected data, and lesson plan evaluation. When needed additional staff development will be

conducted and strategies monitored by instructional services in the areas of rigor and differentiation.

Students in grades 6-12 are encouraged to take classes in their interest area that are not provided by the school online. Beaufort County Schools uses NCVPS and NC School of Science and Math.

Watch list students may be served in schools where population is (small) or doesn't represent the population of the school. These students may be included in cluster grouping, pull outs, advanced classes. Watch list students are on the county AIG data file. Teachers will address rigor in differentiation through lesson plans and assignments. This is monitored by administration in formal and informal observations.

Beaufort County Schools uses multiple data points to catch AIG students in all population groups.

All Beaufort County Schools instructional plans/pacing guides include resources for enrichment.

All k-12 schools are being trained on how to use coding in the classroom. Each school has a STEM district team member to promote and provide STEM resources to all students and classrooms.

Partnerships with BCCC, ECU, and BCPAL provide STEM enriching experiences for all students.

Beaufort County Chamber of Commerce, CTE Director, BCCC and instructional services team work together to provide job shadowing, internships, and speed jobbing for students that match their goals.

AIG coordinator will meet biannually with EC and ELL to discuss development strategies for twice exceptional students.

### **Practice I**

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

**District Response:** Beaufort County Schools encourages extra-curricular program and events through multiple processes.

Student Services Director manages an academic competition fund that provides support for robotics, math, MSBOB, EBOB, and science competitions in grades 3-12

BCPAL provides free summer STEM camps for students in grades 4-12.

BCCC provides tours and tryout college days for middle school and high school students. Each high school has a BCCC college liaison and provides college textbooks.

All 4-8 grade schools provide an enrichment block during the day to give students time to develop individual interests.

All 6-12 grade schools have an honor society that encourages academic and community involvement. Students are supported as they do community service.

**Ideas for Strengthen the Standard:** AIG Implementation Schedule placed on AIG website for all stakeholders to view. <https://sites.google.com/beaufort.k12.nc.us/beaufort-county-schools-aig-we/home>

**Sources of Evidence:**

Ongoing

Academic funds will be used to provide opportunities for exhibitions of academic strength.

AIG specialist/designees attend department/grade level school PLCs.

Formal and informal observations will take place by administrators, instructional services, and AIG coordinator to collect data about differentiation and services for AIG students. Administrators and instructional services will share with AIG coordinator.

Date of spring headcount will add information about data collection to this document

January 14

AIG Advisory group will meet. Group is made up of stakeholders from each school.

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AIG face to face training with AIG specialist/designees, and teachers identified by administration. PD will be conducted by Barton.

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Schedules for high school AIG students are reevaluated for rigor.

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Pilot curriculums will be discussed as data is analyzed.

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At school counselor meeting, 9-12 counselor's will be reminded that they need to meet with AIG specialist twice a year and that this documentation is due June 9.

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Meet with school administrators to discuss AIG programming.

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ELL, EC, and AIG coordinator will meet to discuss strategies for twice exceptional

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Two hours after school AIG face to face PLC with AIG specialist/designees, and teachers identified by administration.

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7/16/2019

One hour of online AIG PD will be completed by regular ed teachers.

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Documentation of two meetings during the school year in grades 9-12 will be sent to AIG coordinator.

Summer 2020

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Changes needed for AIG plan will be taken to the board. Curriculum will be discussed. Pilot will either be concluded and a curriculum decision made, or pilot will continue.

June 9

AIG Advisory group will meet. Group is made up of stakeholders from each school.

### **Standard 3: 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:** Since 2010 all curriculum guides have included AIG/advanced learner components to support AIG all day every day.

Advanced classes use multiple instructional strategies. At all levels, classroom teachers differentiate to further respond to students' academic and social/emotional needs through, but not limited to, the following instructional strategies: Curriculum Compacting, Tiered Assignments, Socratic Seminars, Critical Thinking, Choice Boards, Project-Based Learning, Problem-Based Learning, Higher-Order Questioning, and Flexible Grouping. This differentiation will be evident in lesson plans and observed with formal and informal observations conducted by administration, instructional services team, and AIG coordinator.

At the elementary school level, cluster grouping is used. Clustering of AIG students (defined as a group of 4-7 identified students) allows students of similar interests, readiness, and abilities to work together. AIG Specialists/designee extend these instructional strategies through weekly push-in and/or pull out services. This schedule will be created with the administrator, AIG specialist/designee, and the regular ed teachers. Scheduling will be monitored in the first ten days of school by AIG coordinator, by using PowerSchool.

At the middle school level, students are cluster grouped in all classes (social and emotional). When applicable AIG specialists collaborate with teachers of advanced English/Language Arts and math courses to ensure the above listed strategies are implemented. (use enrichment blocks for BCS curriculum pilot, genius hour, or competitions). Regular ed teachers will be expected to use math and ELA stations/differentiation during Core. This differentiation will be evident in lesson plans and observed with formal and informal observations conducted by administration and AIG coordinator.

AIG specialist, AIG coordinator, and instructional services will be available to model lessons that emphasize differentiation practices for higher/gifted learners. After professional development, teachers will receive coaching from AIG specialist, AIG coordinator, and instructional services to implement best practices. Evidence will be seen in classroom lesson plans and formal/informal observations.

9-12 AIG specialist/designee, instructional services, and AIG coordinator will collaborate with secondary teachers to implement best practices for gifted and advanced students in Honors and Advanced Placement courses. AP and pre AP teachers will receive AP training from the College Board. Teachers of Advanced Placement courses must submit, and have authorized, a course

7/16/2019

syllabus which includes the effective instructional strategies which meet the needs of advanced learners. This syllabus is part of the AP Course Audit process for College Board. Reports will be run in the first semester each year to establish that syllabi have been submitted. CTE department will increase honors courses by use of CTE honor portfolios yearly.

Reports or counselor screen from PowerSchool will be run to ensure that AIG students are taking rigorous courses. Instructional Guides/pacing guides will be edited for honors level courses as evidenced by Instructional Services livebinder. Homeroom teacher and school counselor will meet with students twice a year to discuss plans and appropriate course work.

9-12 students will also have access to enrichment and accelerated course work with NCVPS, NCSSM, and CCP with BCCC. CCP textbooks will be provided by the county to ensure equity in CCP participation. College liaisons work with students at each high school to ensure students are taking appropriate courses for their goals. Students in all areas with previous knowledge, will be encouraged to be involved with CDM. Sign in sheets, meeting logs will be kept/reviewed by student services and AIG coordinator.

AIG school specialist/designee will be part of multiple school teams to provide support for regular ed teachers and to ensure that AIG push in/pull out curriculum is an extension/ acceleration of core curriculum. AIG specialist/designee will be a part of grade level and department PLCs. AIG specialist/designee will be part of data teams, MTSS, and/or SIT. School administrators will ensure that planning time will allow for attendance to these meetings. Sign in sheets and minutes will be used to monitor.

BCS Lesson plan template will include differentiation in all classrooms. This is a model template that is used by some schools. Schools that use their own template will also include differentiate for high level/AIG students.

See sample template below:

Subject:

Dates:

\*Common Core Standard/Objective:

.

\*Essential Questions(Learning Goal)

\*I Can Statement (What the student will independently demonstrate)

\*Essential/Academic Vocabulary:

\*Level of Blooms  Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Materials Needed

\*Warm-Up/Review/ Hook  
\*Instructional/Teacher Activities (I Do)

\*Student Activities (We Do/Class)

Differentiated Activities (Could include student product, instruction and/or content)  
Intensive( Tier 1)

Supplemental/Strategic(Tier 2):

Core/Proficient(Tier 3):

Advanced: (Well above grade level)

Differentiation in Pacing Guides:

Differentiated Instruction: These groups may change weekly or daily depending on the standard.  
Advanced:5% and/or identified AIG and watch list

Core:

Strategic

Intensive

### **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:** K-5, identified students are served in a variety of ways:

~Pull-out enrichment as add on to literacy and/or math with AIG Specialist/AIG designee.

~Clustered with other students identified in the same academic

~Inclusion (or push-in service) by AIG Specialist/AIG designee within the regular classroom as part of a flexible grouping

~ Consultation

6-8

~Combination of any of the above services ,

~Students are clustered for services in advanced English Language Arts and/or Math classes.

~AIG electives allows exploration of variety of topics, independent studies on a topic of interest, and other enrichment units.

~NCVPS for high school courses in middle school provide students advanced coursework that aligns with their area of identification.

9-12

Students have a variety of high school courses to which they have access.

Honors and AP courses offered in each high school challenge students appropriately in their area of identification or area of interest.

CTE courses when applicable have honors level portfolios available.

Students are encouraged to do CCP courses in areas of interest.

NCVPS course are available for all students in areas of interest not available in the traditional high school.

NCSSM online course are encouraged in used for acceleration fo multiple students in all three of our traditional high schools.

Beaufort County Schools pays for textbooks for CCP courses. Liaisons are provided at each school by BCCC.

### **Practice C**

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

**District Response:** Beaufort County Schools has an instructional framework based on: developing critical thinking, creativity, technology, problem solving, persistence, communication , and collaboration skills in every class, every day. Teachers will differentiate for gifted learners by planning, teaching, reflecting, and adjusting standard course of study in all units and lesson plans.

~BCS instructional plans for all subjects have the same nonnegotiables. Each unit must include researched based enrichment extensions.

~Each Beaufort County Schools lesson plan includes the nonnegotiables of enrichment extensions for in regular education classroom.

During the 2019-2023 school year four schools will be working with SREB to add researched based strategies to their school classrooms including rigor extensions, differentiation, and Marzano.

During the 2019-2020 school year the following schools will work with AIG Pilot programs: Chocowinity Middle School, Chocowinity Primary School, SW Snowden, P.S. Jones, Bath, and Northeast. AIG specialist/designee, school SIT teams, instructional services, and AIG coordinator will work together to find the most appropriate AIG curriculum for each school/need/ and grade area. During the school year AIG specialist/teachers will meet and share successes and thoughts of curriculum. Afterward data will be compiled and a district curriculum will be chosen for ELA, math, and science. Data will include student surveys, formative and summative assessments, EOG scores, diagnostic growth, and EVAAS. Resources will be available for check out from instructional services using Destiny.

Programs being piloted are all researched based as evidenced by EdReports or similar nonprofit.

### **Practice D**

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

**District Response:** Beaufort County Schools instructional Framework contains the following non negotiables: critical thinking, creativity, technology, problem solving, persistence, communication , and collaboration skills in every class, every day. Teachers will differentiate for gifted learners by planning, teaching, reflecting, and adjusting.

This framework includes curriculum for all grade levels and areas grades k-12. All BCS instructional plans and lesson plans include nonnegotiables that promote differentiation strategies for higherlevel/gifted students.

Coding is being implemented in grades k-12 to encourage critical thinking. Coding is being developed through the use of Speros, Bee-Bots, Dash-Dots, Drones, Code.org, and other platforms. Family code nights are part of BCS coding implementation. ITLs at each school meet monthly and work with classroom teachers to implement coding and higher level thinking into core curriculum. Coding is being taught at the middle school and high school level with pilots with Code.org, NCSSM, and Amazon. Coding will be available to all students in multiple ways before graduation as evidenced by school schedules, lesson plans, and formal/informal observations.

Each school has a STEM team to ensure that STEM skills are being taught in grades k-12 in a variety of ways. Engineering skills are being added to science classes through partnerships with STEM East. Math teachers include critical thinking and creativity in grades k-12 as evidenced by math instructional guides. Art teachers in grades 6-12 use STEM in project based learning. STEM pullouts in grades 6-8 give students longer times for investigation.

Instructional guides for all subjects include ELA standards of listening, speaking, collaboration, and writing in grades k-12. These skills are observed formally and informally by administration and instructional services.

The BCS GRADD plan ensures that students are followed 9-12 with the same homeroom and school counselor to ensure that they take rigorous courses that support their post graduate plans.

Lesson plan nonnegotiables

Subject: Click here to enter text.

Dates: Click here to enter text.

\*Common Core Standard/Objective:

Click here to enter text.

\*Essential Questions(Learning Goal)

Click here to enter text.

\*I Can Statement (What the student will independently demonstrate)

Click here to enter text.

\*Essential/Academic Vocabulary: Click here to enter text.

\*Level of Blooms  Creating

Evaluating

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\*Warm-Up/Review/ Hook

\*Instructional/Teacher Activities (I Do)

Click here to enter text.

\*Student Activities (We Do/Class)

Click here to enter text.

Differentiated Activities (Could include student product, instruction and/or content)  
Intensive( Tier 1)

Supplemental/Strategic(Tier 2):

Core/Proficient(Tier 3):

Advanced: (Well above grade level)

\*Independent Practice

\*Formative Assessment (Exit slip, quiz, quick write, written response etc.)

### **Practice E**

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

**District Response:** All instruction/ pacing guides have assessment strategies built in for every subject. All lesson plans include formative/summative assessments. Assessment data is integral in

BCS's Instructional Framework. Data from assessments is used to reflect, adjust, plan and teach/reteach. When applicable preassessments are used to compact curriculum for gifted students. This is evidenced by classroom lesson plans, formal/informal observations, and PLC minutes.

Department, grade level, MTSS school teams, and school core data teams use data from the following assessments for grouping practices during the year. All k-8 students are given a nationally normed diagnostic screener in ELA and math three times a year (two times for kindergarten students). K-3 students are given mClass and progress monitored based on BCS's plan. When applicable BCS uses NC Check ins. Common benchmark assessments are given in math, biology, and English II. Minutes, sign in sheets, and student schedules evidence the use of flexible grouping practices based on data sets.

School AIG specialist/designees, AIG coordinator, accountability, and instructional services review data to monitor the impact of AIG services in BCS schools after each data collection period. AIG will continue to work with MTSS at the individual school and district levels to ensure review of ongoing assessments and that advanced learners are a part of the process. AIG Specialists and classroom teachers review data in school PLCs and monthly district PLCs to guide and drive instruction. Sign in sheets and minutes reflect the discussions and plans.

### **Practice F**

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

**District Response:** Beaufort County Student Services and school counselors meet monthly in PLCs. Quarterly these meetings will be to develop curriculum for social and emotion use in k-12. Counselors share ideas and curriculum through a common google folder. Barton College and local mental health agencies work as partners to provide resources for school counselors. AIG coordinator is a part of the school counselor PLC.

The AIG coordinator is a member of the county MTSS leadership team. AIG social and emotional data is collected and analyzed. When necessary, BCS and school MTSS will problem solve behavior support for individual and groups of students. When needed the EC behavior coach can observe social and emotional needs of individual students and work with AIG and general ed teachers to create contract to support the student.

### **Practice G**

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

**District Response:** All BCS instructional guides provide differentiated strategies for higher level/identified students. The BCS Instructional Framework guides teaches to include critical thinking, creativity, technology, problem solving, persistence, communication, and collaboration into all units of study. This is monitored by lesson plans and formal/informal observations.



All k-3 teachers are encouraged to use researched based differentiated math stations. These resources are provided for each teacher for each math standard. Groups are based on nationally normed diagnostic screeners. Lesson plans and informal/formal observations are used to monitor differentiation by administration and instructional services.

All k-3 teachers are encouraged to use differentiated literacy centers. Resources are shared at district and school PLCs that include differentiation for higher level students. MClass and nationally normed universal screeners are used to create groups. Progress monitoring is evaluated by lesson plans, data tools, and formal and informal observations.

Coding and STEM skills are integrated in grades k-3. ITLs and STEM task force members receive training in BCS PLCs and implement and coach their peers to integrate into core curriculum. Lesson plans and informal/formal observations are used to monitor differentiation by administration and instructional services.

### **Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

**District Response:** Beaufort County Schools Instructional Framework addresses the needs of gifted learners across all grade levels. The motto of our BCS Instructional Framework is "Every student, every class, every day" which was modeled after the AIG motto of " All Day, Everyday." In our BCS Instructional Framework all teachers are tasked to teach students to collaborate, critically think, be creative, use appropriate technology, problem solve, communicate and persist. To do this all teachers must plan, teach, reflect, and adjust.

All instructional frameworks/pacing guides include advanced/enrichment activities. The AIG coordinator is part of the instructional services team. AIG/enrichment differentiation is part of county wide rubrics for curriculum purchases and integration.

AIG specialist/designees meet with regular ed teachers during grade level/department PLCs. This helps teachers understand and implement resources for advanced learners. A teacher of AIG students is also on the SIT and/or MTSS teams. This helps ensure support for advanced learners during data discussions and problem solving. BCS AIG teachers use model questions as developed by DPI during these meetings. Questions include, but are not limited by:

1. Are gifted students able to accelerate when needed?
2. Do gifted students have regular opportunities to expand upon their interest and strengths?
3. Are gifted students encouraged to extend learning beyond the basic level of understanding?
4. Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

EC, ELL, and AIG coordinator meet yearly to discuss strategies for twice identified students. AIG coordinator is part of MTSS district team.

AIG Specialists will meet monthly to discuss and develop ways to assist regular ed teachers.

AIG specialist will be part of math and ELA PLCs teams at school level to develop opportunities for AIG students in the regular classroom with push in and to support with pull out. Pilot AIG curriculum will be shared during these school level PLCs.

AIG specialist will help teachers with experiences that include advanced research skills, communication for/with authentic audiences, real world problem solving, higher order critical thinking, collaboration, and creativity.

**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:** K-12 DEP or IDEP is developed for each AIG student and is reviewed with parents. Details from DEP/IDEP will be shared with BCS AIG Coordinator and added to Power Teacher for documentation

During the annual review, which occurs within the first thirty days of school, parent/families look at student performance and the appropriate match of gifted services for the upcoming school year. The identification process is reviewed if a student is showing potential or achievement for adding an additional area of identification. For example, a student identified as Academically Gifted in Reading has shown the potential or performance to be nominated for add-on identification in the academic field of mathematics.

Parents, classroom teachers, and the AIG Specialist will indicate any change in services on DEP/IDEP before signing. If the annual performance review indicates that a student is not performing satisfactorily and a change in services may be required, the team and parent/family will collaborate to match service needs or develop an Intervention Plan. Advanced Academics will continue to work at the high school level to ensure an annual review process is implemented. The annual review will be conducted by a counselor, AP Coordinator, or Advanced Academics Lead Teacher

Notification of AIG Students

Regular Education Classroom Teacher \_\_\_\_\_

AIG Teacher \_\_\_\_\_ School \_\_\_\_\_

The following AIG identified students are in your class this year. Please note the area of service is noted for each student.

AIG Student

Reading

Math

The following students are currently on a "watch list" of students who scored at or above the 86%ile on a standardized aptitude test, but have not yet been identified. (These students receive no AIG service at this time.)

"Watch List" Students

Individualized Differentiated Education Plan (IDEP)  
Name of Student \_\_\_\_\_ Grade \_\_\_\_\_ Name of School \_\_\_\_\_  
School Year \_\_\_\_\_ Strengths:

Areas of Need:

Plan for Services:

Responsibility for Carrying Out Program:

Evaluation/Assessment:

Recommendation for following year: \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Dear \_\_\_\_\_: Re: \_\_\_\_\_  
(Student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the \_\_\_\_\_ - \_\_\_\_\_ academic year based on his/her current needs for differentiation. Differentiated services are recommended in the AIG Program at the following level: Check all Service Modes that apply: \_\_\_\_\_ Service in Reading only \_\_\_\_\_ Service in Math only \_\_\_\_\_ Service in Reading AND Math

If you have any questions, please contact \_\_\_\_\_ (AIG Teacher) at \_\_\_\_\_ School at \_\_\_\_\_ (Phone Number).

Please indicate your choice with a check:

\_\_\_\_\_ I agree for my child to receive the services indicated above in the AIG Program.

\_\_\_\_\_ I do not agree for my child to receive services in the AIG program.

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ Date Parent Signature(s) \_\_\_\_\_

?  
Differentiated Education Plan (DEP) Student: \_\_\_\_\_ Grade \_\_\_\_\_ School Year \_\_\_\_\_ - \_\_\_\_\_ Need for Differentiation/Service Mode:

\_\_\_\_\_ Service in Reading only

\_\_\_\_\_ Service in Math only

\_\_\_\_\_ Service in Reading AND Math

Area(s) of Strength (circle): Reading / Math / Aptitude

Enrichment

Regular Classroom \_\_\_\_\_ Flexible Grouping \_\_\_\_\_ Ability Grouping \_\_\_\_\_ Cluster Grouping Resource Services: \_\_\_\_\_ Resource Support \_\_\_\_\_ In-class Service \_\_\_\_\_ Pull-out Service \_\_\_\_\_ Reading \_\_\_\_\_ Math \_\_\_\_\_ Other (Write In) \_\_\_\_\_ Curriculum (4th& 5th Grade) \_\_\_\_\_ Middle School AIG \_\_\_\_\_ Curriculum \_\_\_\_\_ Pre-Algebra \_\_\_\_\_ Algebra \_\_\_\_\_ Geography \_\_\_\_\_ English 1

\_\_\_\_ Interdisciplinary Instruction \_\_\_\_ Curriculum Compacting \_\_\_\_ Contracts \_\_\_\_ Product  
Modification \_\_\_\_ Problem-Based Learning \_\_\_\_ Differentiated Units \_\_\_\_ Advanced Technology  
Training \_\_\_\_ Independent Investigations/Study \_\_\_\_ Subject Acceleration \_\_\_\_ Grade Acceleration  
\_\_\_\_ Mentoring

Comments:

Signatures: AIG Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
Regular Classroom Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Parent:  
\_\_\_\_\_ Date: \_\_\_\_\_

Date: \_\_\_\_\_

Dear Parents,

Enclosed are your child's Differentiated Education Plan (DEP) and AIG Program Parent /Guardian Consent for Initial Placement forms. These forms are being sent home since we were unable to set up a conference, as we discussed during our phone conversation on \_\_\_\_\_. Please sign both documents and return them to school. Once received, I will send a copy back to you. Service cannot begin until these forms are signed and returned. If you have any questions or concerns, please feel free to contact me at \_\_\_\_\_. I look forward to working with your child.

Yours truly,  
AIG Teacher

**Ideas for Strengthen the Standard:** Pilot new curriculum in strategic schools.  
Continue using multiple assessments for all students such as OSLAT and iReady.  
Insure implementation schedule is visible on AIG website for all stakeholders.

**Sources of Evidence:** Program Subject/Grade Level Subject/Grade Level Subject/Grade Level  
Subject/Grade Level  
William and Mary Science 1-8 ELA k-9 SS 2-8 Science k-12  
Jr Great Books ELA k-5  
Problem Based Learning by Dr. Shelagh A Gallagher Science 5-8 ELA 6-8 SS 5-8  
Project M2: Mentoring Young Mathematicians Math k-2  
Project M3 Math 3-6  
Volume of Reading ELA k-8  
Amplify Science Kits Science k-8  
Jacob's Ladder ELA 2-9  
AP Curriculum Multiple 9-12

Ongoing

Academic funds will be used to provide opportunities for exhibitions of academic strength.

AIG specialist/designees attend department/grade level school PLCs.

Formal and informal observations will take place by administrators, instructional services, and AIG coordinator to collect data about differentiation and services for AIG students. Administrators and instructional services will share with AIG coordinator.

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Meet with school administrators to discuss AIG programming.

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## **Standard 4: 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:** Beaufort County Schools will employ an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

### **Practice B**

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

**District Response:** Each school will have an certified AIG-licensed specialist or AIG contact that is participating in local AIG professional development.

The AIG specialis or AIG contact will:

- ~Oversee the AIG program at the school level
- ~Report to AIG district coordinator and administrator issues with students, parents, or program
- ~Create and update AIG school webpage and social media promoting AIG program.
- ~Oversee the implementation of the district's AIG Plan in the school and meet with school leadership weekly or bi-weekly as determined by administration.
- ~Bring AIG student data to appropriate MTSS meetings.
- ~Evaluate data on social and emotional needs of AIG students
- ~Adapt the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.
- ~Employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.
- ~Select and use a variety of research-based supplemental resources that augment curriculum and instruction.
- ~Use on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.
- ~Create affective curricular and instructional practices which support the social and emotional needs of AIG students.
- ~Cultivate and develop the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.
- ~ Collaborate with 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.

- ~Attend and participate in bi-monthly AIG Professional Learning Communities which will include the development of differentiated curriculum for gifted students.
- ~Develop and document 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) or Individual Differentiated Education Plan (IDEP).
- ~review and meet with families annually to ensure effective programming, provide a continuum of services, and support school transitions.
- ~review AIG report in PowerSchool before fall and spring head count
- ~Add pink stickers to commulative folder
- ~Monitor AIG folders and AIG folder transition
- ~Facilitate the school's AIG Leadership Committee which meets bi- monthly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.
- ~Facilitate the school's AIG Partnership Committee which meets at least quarterly to discuss, review, and refine the local AIG program/plan and advocate for the needs of gifted students from all populations at all grade levels.
- ~ Encourage extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.
- ~Implement student screening, referral, and identification processes consistent with the district's AIG plan.
- ~ Maintain accurate and appropriate records related to gifted using process outlined in AIG plan and with BCS MTSS leadership committee
- ~Aid in transitions from school to school
- ~Meet with high school AIG students quarterly to discuss schedule, plans, and opportunities
- ~Works with school counselor on AIG students with social and emotional needs.

### **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:** Bi-monthly:

- ~PLCs for AIG specialists and AIG designees
- ~Planning for general ed AIG PD
- ~Data from formative/summative assessments, attendance, at risk factors and other sources will be discussed.

#### Quarterly:

- ~k-12 school counselors will have AIG social and emotional workshop as part of their monthly PLC
- ~review AIG pilot curriculum for all county implementation
- ~MTSS district team include AIG in problem solving practices and procedures
- ~BCS teachers grade k-12 will hav PD on higher level questioning, differentiation for gifted students, and strategies for motivating gifted students.

#### Bi-Annually



- ~EC and ESL Department to look at needs and plan for twice exceptional students
- ~Create online PD for regular ed teachers for twice exceptional students
- ~Meet with school administrators to focus on comprehensive programming
- ~BCS will have twice annual PD for all teachers for that will give strategies for addressing the social and emotional needs of all AIG students (including twice- exceptional and ESL). These PD sessions will be run by AIG specialist and school counselor

#### Yearly

- ~6-12 Understand and implement effective scheduling practices that meet the needs of AIG students. This will include using data to ensure that high level students, not just identified, take honors, AP, and CCP courses.
- ~Review of screening, referral and identification practices.
- ~Review curriculum/pacing guides for researched based AIG/enrichment strategies

Badgeing will be presented to AIG specialists, designees, administrators, and regular ed teachers that participate in AIG PD online, in person, or in a blended environment.

BCS is partnering with Barton College to provide specific professional development to AIG specialist/designees four times and school counselors twice a year. This PD will be all day and will be focused on the needs of the school. Surveys will be sent to AIG speicalist/designee, instructional services, and administratiion to determine yearly topics.

AIG coordinator will create a presentation kit to empower AIG Specialists to present consistent PD to their schools.

In the fall of 2020 Barton College will work with up to 20 teachers in a cohort to add licensure to non AIG teachers. These courses will include three of the four:

- ~Introduction to Gifted Education
- ~Curriculum Differentiation for the Gifted
- ~Methods and Models in Gifted Education
- ~Problems and Issues in Gifted Education

HR will document credits earned by AIG specialists, designees, administrators, and regular ed teachers. Non AIG licensed educators that earn 1.2 CEUs or more of local AIG PD credit will be encouraged to take the Gifted Education Praxis. Once a teacher passes the Praxis, the registration will be reimbursed by BCS.

#### **Practice D**

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

**District Response:** The AIG coordinator, AIG specialist/designee, SIT, and instructional services will work collaboratively to ensure that teachers that provide services to identified AIG students and watch

list students are receiving services and instruction from teachers that are AIG licensed or who participate in AIG staff development. AIG student will be clustered in these classrooms.

At the high school level, BCS requires that teachers of Advanced Placement classes attend training in an AP Summer Institute before teaching the course. Teachers of feeder courses are also urged to attend Summer Institute courses. Further, AP teachers submit their syllabus through the College Board Course Audit process to be authorized. This authorization must be in place for students to earn AP credit. In the fall of 2019 AP teachers and high school administrators will be trained in free AP resources on the College Board site.

CTE teachers work with CTE director to create portfolios for honors level courses when possible.

9-12 students, parents/families, and counselors work with BCCC college liaisons to schedule appropriate courses at BCCC.

### **Practice E**

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

**District Response:** BCS Instructional Framework guides all curriculum and instructional decisions. "Every student, every class, every day" is the guiding principal of this plan. Daily, all students are taught to collaborate, be persistent, critically think, communicate, problem solve, be creative, and use appropriate technology. All BCS PD reminds teachers to plan, teach, reflect, and adjust for optimal student learning.

- ~District Leadership will consider AIG plan when evaluated new initiatives.
- ~BCS MTSS leadership team and school teams will consider AIG students in programs and practices.
- ~Knowledge of screening, referral, and identification practices will be part of EC and ESL updates. EC and ESL teachers will have conduct PD on twice exceptional students.
- ~Differentiation for higher level students is part of evaluation process for new programs and initiatives.
- ~Include AIG in PD for social and emotional needs of AIG students
- ~Include in all PD comprehensive programming within a total school community o ~Ongoing professional learning and collaboration on the following: Differentiated Curriculum and Instruction (including higher level/AIG needs)

### **Practice F**

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

**District Response:** Bi-monthly PLCs with AIG specialist at district level

- ~AIG specialists will work with admins to ensure AIG teacher have time to plan with other teachers

- ~School administrators will ensure AIG teachers have a planning period
- ~PD opportunities for AIG specialists and designees will be face to face, online, and blended.

The AIG coordinator will create a presentation kit to empower AIG specialists to implement consistent PD for general education teachers across the district. The AIG coordinator will be available to assist when support is needed.

**Ideas for Strengthen the Standard:** Increase number of AIG certified teachers by partnering with Barton.

Ensure that AIG implementation schedule includes PD opportunities for AIG specialists, counselors, and regular education teachers.

**Sources of Evidence:**

Ongoing

Academic funds will be used to provide opportunities for exhibitions of academic strength.

AIG specialist/designees attend department/grade level school PLCs.

Formal and informal observations will take place by administrators, instructional services, and AIG coordinator to collect data about differentiation and services for AIG students. Administrators and instructional services will share with AIG coordinator.

Date of spring headcount will add information about data collection to this document

January 14

AIG Advisory group will meet. Group is made up of stakeholders from each school.

January 21

AIG face to face training with AIG specialist/designees, and teachers identified by administration. PD will be conducted by Barton.

January 21

Mid year data is collected and shared for possible identification or need for additional screening by AIG specialist/designee and AIG coordinator. Parents are notified by BCS AIG form if additional screening is needed.

Schedules for high school AIG students are reevaluated for rigor.

January 22

Grades of AIG students will be monitored by AIG leadership team at PLC. Students not performing as expected will be sent to school level problem solving team.

Pilot curriculums will be discussed as data is analyzed.

January

At school counselor meeting, 9-12 counselor's will be reminded that they need to meet with AIG specialist twice a year and that this documentation is due June 9.

January

Meet with school administrators to discuss AIG programing.

Feb

7/16/2019

ELL, EC, and AIG coordinator will meet to discuss strategies for twice exceptional  
March

Two hours after school AIG face to face PLC with AIG specialist/designees, and teachers identified  
by administration.

March 17

One hour of online AIG PD will be completed by regular ed teachers.

March 17

AIG Advisory group will meet. Group is made up of stakeholders from each school.

May 24

Documentation of two meetings during the school year in grades 9-12 will be sent to AIG coordinator.

Summer 2020

June 9

Grades of AIG students will be monitored by AIG leadership team at PLC. Students not performing  
as expected will be sent to school level problem solving team.

Pilot curriculums will be discussed as data is analyzed.

Changes needed for AIG plan will be taken to the board. Curriculum will be discussed. Pilot will  
either be concluded and a curriculum decision made, or pilot will continue.

June 9

AIG Advisory group will meet. Group is made up of stakeholders from each school.

## **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 that are intentional and meaningful to support the following needs of AIG students:

- \* academic and intellectual
- \* social and emotional

**District Response:** K-12 schools will provide opportunities for intentional partnerships through individual school AIG Partnership Committees. These committees reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels.

School AIG Partnership Committees:

- ~assist in implementing initiatives to intentionally involve parents and the community in meaningful ways that support gifted education. (guest speakers, special projects)
- ~ form partnerships with community stakeholders to enhance and gain support for the AIG program, including services and enrichment opportunities.
- ~assist with parent/ guardian/community information sessions.
- ~serve as a liaison between the school and the District AIG Advisory Council.

The District AIG coordinator will create and sustain a District AIG Council to strengthen district partnerships for overall ongoing program improvement. This council will meet quarterly at a convenient time and place for stakeholders. Two meeting a year will focus on academic and intellectual needs of gifted students. Two meetings a year will focus on the social and emotional needs of gifted students.

### **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:** Information regarding the local AIG plan, program, and policies is shared in multiple ways to reach all stakeholders:

- ~BCS's website communicating the local AIG plan, programs, and policies.
- ~Parents receive a Parent Handbill during DEP and IDEP meetings outlining the screening, identification, and placement procedures; service delivery options; annual review process; procedures for resolving disagreements; and contact names, emails, and phone numbers to receive additional information.
- ~AIG Coordinator will develop an annual PowerPoint presentation reflecting current program, policies,

services, data, and opportunities for involvement to be shared at school and parent informational meetings. ~The PowerPoint will also be made available through the district's website.  
~Parents/guardians attend the initial placement conference to discuss service options and develop a Differentiated Educational Plan (DEP)/Individual Differentiated Educational Plan (IDEP) for their child.  
~Informational parent meetings will be held during the first six weeks of each academic school year to discuss elementary and middle school services as part of the annual review DEP/IDEP process.  
~School based Advisory Committees will assist in sharing information and building community support.

### **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:** School-based and district-wide advisory committees collaborate to discuss, review, and refine the local AIG program and plan.

Each school committee will provide opportunity for development, implementation, and monitoring of the local AIG program and plan

These committees will reflect the diversity of the school and involve stakeholders who share the common goal of advocating for the needs of gifted students from all populations at all grade levels. Representatives from each school's Committee will serve as a liaison to the district's Advisory Council.

District level AIG Advisory Council demographics will be comprised of parent liaisons, school administrators, AIG Specialists, AIG teachers, classroom teachers,

The Advisory Council will meet quarterly to develop, implement, and monitor the local AIG program and plan.

### **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:** AIG coordinator and each AIG Specialist is committed to ongoing communication with all stakeholders. Information regarding opportunities for AIG students and their families will be made available in all appropriate languages. Parents/families and other stakeholders in the community are informed of opportunities available to students and/or families through the AIG departmental website, departmental Facebook page, Twitter, brochures, automated call systems, and school/district level newsletters.

### **Practice E**

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

**District Response:** AIG coordinator and instructional services work with multiple partners to enhance and support AIG students, watch list students, and advanced learners.

From the social and emotional, the BCS GRADD program follows students in grades 6-12. The guidance helps students plan future goals. This information is used to identify areas for job shadowing, interest based research and rigorous course choices.

Each school works with local businesses and industry to provide a career day experience. This is evidenced by registration of companies, pictures, and logs.

Arts of the Pamlico provides multiple enrichment opportunities to students gifted in the arts. Each fall 9-12 visual and performing art students attend an arts career fair. Students also may show and sale their work at the Arts of the Pamlico. Students are encouraged to participate in open mic nights. Drama camps are provided throughout the year. Arts of the Pamlico also provides studio space for our students and PD for our teachers.

Beaufort County Education Foundation raises money year to provide grants for teachers in Beaufort County Schools that add enrichment and creative extensions to the curriculum.

Beaufort County Chamber of Commerce raises money for inventive use by our school system. They also provide a speed jobbing experience for our seniors so that they can learn about 20+local industries.

The Wright Flight program partners with our largest 5th grade school to promote academic excellence. 5th graders who meet the criteria, fly an airplane with a local pilot.

Mentorship programs to meet the social and emotional needs of our students are growing with local partnerships. Distinguished Men of purpose not only provides positive mentors, but gives students the opportunity to collaborate, problem solve, and communicate to solve local problems. Daughters of Worth provides career and social/ emotional support for students as they work with mentors in the community.

BCCC provides liaisons to all of our high schools to ensure that our students are successful in CCP classes and beyond.

BCPAL provides free STEM camps to students during the summer. These camps include coding, robotics, and safety. BCPAL also provides free afterschool activities as well.

STEM EAST partnership provides funding for STEM professionals development and science kits that can be used in grades k-8.

Bright Futures works with student services to ensure that the living needs of our students do not keep learning and exceeding from taking place. Bright Futures help provide everything from glasses, shoes, and washing machines for our students and our families. Each school has a Bright Futures Council with a business or church partner to further the goals of the school.

Workforce Development works with our CTE director and instructional services to make sure that our students have what they need in grades 6-12 to be successful leaders in our community. Funding, mentorships, and internships are part of this groups nurturing of our students.

ECU provides STEM camps for our students and allows up to use STEM resources.

Americorp volunteers work with our schools in math, science, and STEM activities.

Each school has multiple business and industries that work with the goals of acceleration in the individual school.

**Ideas for Strengthen the Standard:** Ensures that implementation schedule includes meetings with stakeholders and is available to all stakeholders.

Set meeting dates that work with parent schedules.

Translate plan into Spanish and other languages when needed.

Work with Barton College to increase teachers licensed in AIG.

**Sources of Evidence:**

Ongoing

Academic funds will be used to provide opportunities for exhibitions of academic strength.

AIG specialist/designees attend department/grade level school PLCs.

Formal and informal observations will take place by administrators, instructional services, and AIG coordinator to collect data about differentiation and services for AIG students. Administrators and instructional services will share with AIG coordinator.

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## **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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** BCS will write and submit an AIG plan in July of 2019 that has been read and approved by the Beaufort County Board.

### **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:** Each school has an AIG specialist/designee to oversee the AIG program. This AIG designee will oversee the implementation of the district's AIG Plan in the school and meet with school leadership bi monthly as determined by administration.

Designee turns in paperwork as noted in plan to BCS AIG coordinator.

School SIT, grade level, department, and MTSS teams will be updated on plan, implementation, and students with DEPs and IDEPs.

During quarterly AIG leadership meetings, AIG coordinator and AIG specialists/designees will discuss plan and provide monitoring evidence. Before fall and spring DPI AIG headcounts, AIG coordinator will have completed site monitoring at each school to ensure fidelity of implementation.

### **Practice C**

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

**District Response:** Executive Director of Instructional Services, Chief Finance Office, and AIG coordinator will meet in the spring/summer to create an AIG budget. This group will also meet twice yearly to monitor the implementation of the budget.

AIG coordinator will meet at least three times with Student Services director to monitor allocation and use of academic competition money.

AIG coordinator, Federal Programs Executive Director, EC Director, Executive Director of Instructional Services, and instructional services will meet monthly to ensure that new programs that

are purchased support identified AIG students and watch list students.

AIG coordinator, Executive Director of Instructional Services, and instructional services will meet monthly to ensure that instructional and core PD contains differentiation strategies for higher leveled learners.

AIG coordinator will work with writers of grants to ensure that the needs of AIG identified and watch list students needs are included in proposals that involve PD and/or supplies.

AIG coordinator will work with instructional technology directors to ensure that training, software, and programs include enrichment.

#### **Practice D**

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

**District Response:** Beaufort County Schools AIG coordinator, accountability department, and school improvement teams will present data to Beaufort County Board and SIT team yearly. AIG data will also be shared on AIG website that includes achievement, growth, and dropout data.

Data will be in graph form and will also include PowerPoint with recorded narrative for explanation for the public.

#### **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:** AIG coordinator, PowerSchool coordinator, and accountability will analyze fall and spring AIG headcount. During this process, data will be monitored and discussed for representational gaps. Local norms will be analyzed to make sure that a single criteria is not blocking identification for specific sub groups.

ESL and EC teachers will work with AIG coordinator to discuss students that are performing or progressing at a higher than normal average. Authentic academic artifacts will be collected by regular ed, EC, and ESL teachers.

AIG specialist/school designee will monitor the performance and retention of identified AIG students and watch list students at the end of each nine weeks. Students that are not performing at high level, or have a grade drop by two within a semester will be brought before the appropriate MTSS team. School counselors will monitor attendance, tardies, and office referrals for AIG identified students and watch list students each nine weeks.

### **Practice F**

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

**District Response:** AIG coordinator will work with Beaufort County Schools human resources to monitor AIG licensure and AIG PD hours teacher receive from the local AIG plan.

### **Practice G**

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

**District Response:** AIG coordinator will meet with parent AIG leadership group quarterly to receive feedback on program. This feedback will be centered around implementation and effectiveness.

AIG coordinator or school AIG specialists will meet with SIT, MTSS, grade level, and department teams to ask for ways to improve AIG services. These school level teams will also participate in choosing on AIG pilot curriculum to support AIG students.

Survey for AIG services and implementation will be provided quarterly on AIG district website. AIG school specialists will push survey out to their parents and students grades 4-12.

AIG coordinator's contact information will also be available on AIG website. Graphics, presentations, and plan will be available for stakeholders. AIG contact information will also be available on brochures and handouts that describe AIG plan and implementation.

School AIG specialist/designees will elicit feedback from students on successful implementation of AIG pilot programs in the 19-20 school year. This feedback will be in videos, writing, and surveys.

Feedback will be placed on AIG website.

### **Practice H**

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

**District Response:** AIG leadership team, CTE, instructional services, Executive Director of Instructional Services, and LEA parent group provided feedback on AIG plan.

During the three year plan cycle, plan will be monitored by AIG leadership team and LEA parent team

quarterly. Revisions will be taken yearly to Beaufort County Board of Education.

**Practice I**

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

**District Response:** School AIG summary data will be presented to Beaufort County Board of Education yearly as part of SIP presentation. LEA AIG summary data will be presented to board yearly. The video from this presentation will be available on the Beaufort County Board website.

Data presentation will also be available on AIG website.

Pamphlets and brochures will be available at each school and at central services. These will contain some data.

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

We accept all AIG transfers from other LEAs.

AIG coordinator and accountability department work yearly to reassess all students. Once students are identified AIG, they can not be unidentified. However, parents can request a suspension of services. This must be done in writing yearly.

~~~~~  
Forms for Informed Consent Placement:  
Informed consent placement

Consent for AIG Services

Date: \_\_\_\_\_

Your child has met the qualifications to receive AIG services. He/she has met the qualifications in the follow area(s):

|                             |                                    |
|-----------------------------|------------------------------------|
| _____ Reading (AR)          | _____ Reading AND IQ (AR & IG)     |
| _____ Math (AM)             | _____ Math AND IQ (AM & IG)        |
| _____ Reading AND Math (AG) | _____ Reading AND Math AND IQ (AI) |
| _____ IQ (IG)               |                                    |

In order for your student to receive services we must have parental consent. Please indicate your choice with a check:

\_\_\_\_\_ I agree for my child to receive AIG services.

\_\_\_\_\_ I do not agree for my child to receive AIG services.

\_\_\_\_\_  
Signature      Date

If you have any questions please contact \_\_\_\_\_ at  
(252)\_\_\_\_\_.

~~~~~  
?Suspension of AIG Services Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

I, \_\_\_\_\_, choose to waive AIG services for my  
(Parent/Guardian Name)

child, \_\_\_\_\_.

I understand that:  
My child's AIG identification does not change.  
Services will no longer be provided for the remainder of the school year.

Parent/Guardian Signature,  
\_\_\_\_\_

~~~~~

Differentiated Education Plan (DEP)

Student: \_\_\_\_\_

School Year \_\_\_\_\_

Grade \_\_\_\_\_

## LEARNING ENVIRONMENT STRATEGIES

### Regular Classroom:

- Flexible Grouping
- Ability Grouping
- Cluster Grouping

### Resource Services:

- Resource Support
- In-Class service
- Pull-Out Service
- Reading
- Math
- NC Standard  
Course of Study

- Interdisciplinary  
Instruction
- Curriculum Compacting
- Contracts
- Product Modification
- Problem Based Learning
- Differentiated Units
- Advanced Technology
- Independent Study
- Subject Acceleration
- Grade Acceleration
- Mentoring
- Project Based Learning

## BCS AIG Program Resolution of Disagreements

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

### PROCEDURES TO RESOLVE CONFLICTS RELATED TO IDENTIFICATION/SERVICES

Step 1: If a parent/guardian disagrees with AIG identification/services, a grievance form may be submitted to the school

A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Members of the School-Level AIG Team will include the school principal, parent/guardian, and chairperson of the School-Level AIG Team. Written documentation of the committee's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting

Step 2: If the parent/guardian disagrees with the recommendation of the school-based review committee, an appeal may be made to the coordinator of Academically and Intellectually Gifted programs to review the recommendation. The appeal form must be submitted within 10 days

7/16/2019

following the school-based review to the Coordinator of Academically and Intellectually Gifted Programs (Ashley Padgett 321 Smaw Road Washington, NC 27889).

The Coordinator of Academically and Intellectually Gifted programs will review the decision made by the School-Level AIG Team and make a recommendation in writing regarding the appropriateness of the decision within 10 working days from receipt of the written request for an appeal. A copy of this recommendation will be sent to the parent/guardian and school principal.\*

Step 3: If the parent/guardian disagrees with the recommendation of the Coordinator of Academically or Intellectually Gifted programs, a second appeal may be made to the office of the superintendent for review. This second appeal form\*\* must be submitted within 10 working days from the parent's/guardian's receipt of the recommendation from the Coordinator of Academically and Intellectually Gifted programs. The hearing officer will review each appeal with regard to the appropriateness of procedures followed and how program guidelines were applied.

The hearing officer will review the appeal. Written notification of the superintendent's decision will be sent to the parent/guardian, Coordinator of Academically and Intellectually Gifted programs, and school principal within 30 working days from the receipt of the second appeal.

?

Step 1: If a parent/guardian disagrees with AIG identification/services, a grievance form may be submitted to the school

A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Members of the School-Level AIG Team will include the school principal, parent/guardian, and chairperson of the School-Level AIG Team. Written documentation of the committee's decision will be maintained with a copy provided to the parent/guardian at the conclusion of the meeting

Step 2: If the parent/guardian disagrees with the recommendation of the school-based review committee, an appeal may be made to the coordinator of Academically and Intellectually Gifted programs to review the recommendation. The appeal form must be submitted within 10 days following the school-based review to the Coordinator of Academically and Intellectually Gifted Programs (Ashley Padgett 321 Smaw Road Washington, NC 27889).

The Coordinator of Academically and Intellectually Gifted programs will review the decision made by the School-Level AIG Team and make a recommendation in writing regarding the appropriateness of the decision within 10 working days from receipt of the written request for an appeal. A copy of this recommendation will be sent to the parent/guardian and school principal.\*

Step 3: If the parent/guardian disagrees with the recommendation of the Coordinator of Academically or Intellectually Gifted programs, a second appeal may be made to the office of the superintendent for review. This second appeal form\*\* must be submitted within 10 working days from the parent's/guardian's receipt of the recommendation from the Coordinator of Academically and Intellectually Gifted programs. The hearing officer will review each appeal with regard to the appropriateness of procedures followed and how program guidelines were applied.

The hearing officer will review the appeal. Written notification of the superintendent's decision will be sent to the parent/guardian, Coordinator of Academically and Intellectually Gifted programs, and school principal within 30 working days from the receipt of the second appeal.

?

Step 1: If a parent/guardian disagrees with AIG identification/services, a grievance form may be submitted to the school principal.

A school meeting will be scheduled to review the identification/services recommendation within 10 working days from receipt of the written request from the parent/guardian. Members of the School-Level AIG Team will include the school principal, parent/guardian, and AIG teacher. Written documentation of the team's decision will be maintained with a copy provided to the parent/guardian



at the conclusion of the meeting.

Parent Section:

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
Parent's/Guardian's Name: \_\_\_\_\_ Phone (H): \_\_\_\_\_ (W): \_\_\_\_\_  
Address: \_\_\_\_\_ City: \_\_\_\_\_  
Zip Code: \_\_\_\_\_  
Statement of Grievance: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

School-Level AIG Team Review Section:

Grievance Form Received: \_\_\_\_/\_\_\_\_/\_\_\_\_ Present at Meeting: Name: \_\_\_\_\_

Findings: \_\_\_\_\_

School-Level AIG Team Review Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Position: \_\_\_\_\_

**Ideas for Strengthen the Standard:** Add accountability dates on Implementation Schedule for all stakeholders to view.

At SIT and leadership meetings ensure that administration is aware of student rights.

**Sources of Evidence:**

Ongoing

Academic funds will be used to provide opportunities for exhibitions of academic strength.

AIG specialist/designees attend department/grade level school PLCs.

Formal and informal observations will take place by administrators, instructional services, and AIG coordinator to collect data about differentiation and services for AIG students. Administrators and instructional services will share with AIG coordinator.

Date of spring headcount will add information about data collection to this document

January 14

AIG Advisory group will meet. Group is made up of stakeholders from each school.

January 21

AIG face to face training with AIG specialist/designees, and teachers identified by administration. PD will be conducted by Barton.

January 21

Mid year data is collected and shared for possible identification or need for additional screening by AIG specialist/designee and AIG coordinator. Parents are notified by BCS AIG form if additional screening is needed.

Schedules for high school AIG students are reevaluated for rigor.

January 22

Grades of AIG students will be monitored by AIG leadership team at PLC. Students not performing as expected will be sent to school level problem solving team.

7/16/2019

Pilot curriculums will be discussed as data is analyzed.

January

At school counselor meeting, 9-12 counselor's will be reminded that they need to meet with AIG specialist twice a year and that this documentation is due June 9.

January

Meet with school administrators to discuss AIG programing.

Feb

ELL, EC, and AIG coordinator will meet to discuss strategies for twice exceptional

March

Two hours after school AIG face to face PLC with AIG specialist/designees, and teachers identified by administration.

March 17

One hour of online AIG PD will be completed by regular ed teachers.

March 17

AIG Advisory group will meet. Group is made up of stakeholders from each school.

May 24

Documentation of two meetings during the school year in grades 9-12 will be sent to AIG coordinator.

Summer 2020

June 9

Grades of AIG students will be monitored by AIG leadership team at PLC. Students not performing as expected will be sent to school level problem solving team.

Pilot curriculums will be discussed as data is analyzed.

Changes needed for AIG plan will be taken to the board. Curriculum will be discussed. Pilot will either be concluded and a curriculum decision made, or pilot will continue.

June 9

AIG Advisory group will meet. Group is made up of stakeholders from each school.

**Glossary (optional):**

**Appendix (optional):**

AIG Plan Implementation Schedule 19-20 -.pdf (*Appendix - Standard 1:2:3:4:5:6*)

AIG Parent Survey 19-22.pdf (*Appendix - Standard 2:5*)

Board Minutes from June 11, 2019 approval of AIG Plan.pdf (*Local Board Approval Document*)

Board Minutes from June 11, 2019 approval of AIG Plan.pdf (*Local Board Approval Document*)

AIG forms 19-22.pdf (*Other Forms*)