

Overview: Mission/Vision Statement and Funding

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

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

* Mission and/or Vision Statement(s)

Mission:

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

Vision:

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 717,170.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Referrals: Students referred by school staff, families, and students, will be screened for AIG identification. When a referral is made, AIG Lead Teachers and Counselors begin the screening process by convening the school AIG Team. The Team, composed of the AIG Lead/Counselor, a classroom teacher licensed or certified in AIG, and a school administrator, will compile a Learner Profile for every referred student through the collection of evidence for identification. The referral for screening will be noted on the Learner Profile as additional documentation of the process.

Additionally, AIG District Leads will regularly disaggregate data to identify additional students, such as those in the top 10% of their class or students in the top 10% of under-represented populations, who will be referred for screening by the school AIG Team.

Screening: Evidence in the Learner Profile aligns with the State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5) and will provide evidence that the learner demonstrates high performance or the ability to perform at high levels when compared to other students similar in age, experience, and environment in one or more academic area(s) and/or intellectual ability. This evidence includes the following: work products demonstrating high performance or the ability to perform at high levels, teacher recommendation, Observation Checklist, 3-12 EOGs and EOCs, ACT scores, SAT scores, and/or AP Scores.

When appropriate, the AIG Team requests CogAT or Iowa testing by submitting the Testing Request Google Form, and testing is conducted during the BCS Testing Windows (in August, at the end of Quarter 1, at the end of Quarter 2, and at the end of Quarter 4). AIG Leads, Testing Coordinators/APs, or Principal designees participate in training provided by the District AIG or Advanced Studies Leads and administer CogAT or Iowa testing at their school site. AIG/Advanced Studies District Leads score tests, record results in a database, and release results to AIG Lead Teachers. These results are added to the Learner Profiles.

Each spring, BCS AIG/Advanced Studies also utilize the CogAT as a universal screener. The CogAT is given to all 3rd graders, unless a parent/guardian submits an opt-out letter, and is administered by classroom teachers in collaboration with the AIG Lead, school Testing Coordinator, and the Testing and Accountability Department. Test results are received by the Testing and Accountability Department and provided to the AIG/Advanced Studies District Leads who review the results and disseminate the data to the AIG Lead Teacher at each elementary school site.

BCS AIG/Advanced Studies also uses district ACT results as a universal screener for high school students. Each March, all North Carolina 11th graders take the ACT. AIG/Advanced Studies Leads review the ACT composite and English, Reading, and Math subtest scores to identify 11th graders for AIG referral. AIG/Advanced Studies Leads enter this information into a database that is shared with high school AIG Site Teams for screening.

Through a careful review of each Learner Profile, the AIG Site Team determines if gifted services are required and what services the student will access. The AIG Team will schedule an Initial Identification meeting with parents/guardians. If appropriate, identified students may be moved to an AIG setting as soon as the criteria for placement are met and the Initial Identification meeting with parents/guardians is completed.

*** Practice B**

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

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

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

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

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

K-2

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

3 - 12

AIG testing criteria:

- 77th percentile (a Stanine* score of 7) meets testing criteria for talent pool in reading, math, or both reading and math
- 89th percentile (a Stanine* score of 8) meets the criteria for AIG identification in AG, AM, AR
- 96th percentile (a Stanine* score of 9) meets partial criteria for AIG identification in AI or IG

3-8

Academically Gifted in Reading (AR)

Pathway 1: All of the following:

- Overall A Average for the year in English Language Arts/Reading
- Teacher Recommendation Form
- Observational Scale with 12 out of 20 at “Most” level

And one of the following:

- CogAT Verbal at or above 89th Percentile (a Stanine* score of 8)
- Iowa Reading at or above 89th Percentile (a Stanine* score of 8)
- Reading EOG Level 5 and CogAT Verbal or Iowa Reading at or above 77th Percentile (a Stanine” score of 7)

Pathway 2: Any 2 of the following:

- at or above 89th Percentile (a Stanine* score of 8) on Iowa Reading or CogAT Verbal
- Level 5 or Top 10% in grade level or student group at school site on Reading EOG
- Top 10% academic performance in grade level or student group at school site
- On-demand Performance Task at or above 80% on district-created rubric

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

Academically Gifted in Math (AM)

Pathway 1: All of the following:

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

And one of the following:

- CogAT Quantitative at or above 89th Percentile (a Stanine* score of 8)
- Iowa Mathematics at or above 89th Percentile (a Stanine* score of 8)
- Math EOG Level 5 and CogAT Quantitative or Iowa Mathematics at or above 77th Percentile (a Stanine* score of 7)

Pathway 2: Any 2 of the following:

- at or above 89th Percentile (a Stanine* score of 8) on Iowa Mathematics or CogAT Quantitative
- Level 5 or Top 10% in grade level or student group at school site on Math EOG
- Top 10% academic performance in grade level or student group at school site
- On-demand Performance Task at or above 80% on district-created rubric
- Portfolio with 3 artifacts to demonstrate above-average performance in Math

Academically Gifted in Math and Reading (AG)

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

Intellectually Gifted (IG)

Students must have:

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

And one of the following:

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

Academically and Intellectually Gifted (AI)

Students must have all of the following:

- at or above 96th Percentile (a Stanine* score of 9) on CogAT Nonverbal
- at or above 89th Percentile (a Stanine* score of 8) on CogAT Verbal or Iowa Reading or Level 5 on Reading EOG
- at or above 89th Percentile (a Stanine* score of 8) on CogAT Quantitative or Iowa Math or Level 5 on Math EOG

9-12

Academically Gifted in Reading (AR)

Pathway 1: All of the following:

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

▪ Teacher Recommendation Form

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

And one of the following:

- CogAT Verbal at or above 89th Percentile (a Stanine* score of 8)
- Iowa Reading at or above 89th Percentile (a Stanine* score of 8)
- Reading EOG Level 5 and CogAT Verbal or Iowa Reading at or above 77th Percentile (a Stanine* score of 7)

Pathway 2: Any 2 of the following:

- at or above 89th Percentile (a Stanine* score of 8) on Iowa Reading or CogAT Verbal
- Level 5 or Top 10% in grade level or student group at school site on Reading EOG or English 2 EOC
- 700 SAT ERW
- ACT Reading 31
- Level 4 or 5 in AP English Test
- Top 10% academic performance in grade level or student group at school site
- On-demand Performance Task at or above 80% on the district created rubric
- Portfolio with 3 artifacts to demonstrate above-average performance in English Language Arts/Reading

Academically Gifted in Math (AM)

Pathway 1: All of the following:

- Overall A Average for the year in Math
 - Teacher Recommendation Form
 - Observational Scale with 12 out of 20 at “Most” level
- And one of the following
- CogAT Quantitative at or above 89th Percentile (a Stanine* score of 8)
 - Iowa Math at or above 89th Percentile (a Stanine* score of 8)
 - Math 1 or 3 EOC Level 5 and CogAT Quantitative or Iowa Math at or above 77th Percentile (a Stanine* score of 7)

Pathway 2: Any 2 of the following:

- at or above 89th Percentile (a Stanine* score of 8) on Iowa Math or CogAT Quantitative
- Math 1 or 3 EOC Level 5 or Top 10% in grade level or student group at the school site
- 700 SAT Math Score
- 27 ACT Math Score
- 4 or 5 on AP Math Test
- Top 10% academic performance in grade level or student group at school site
- On-demand Performance Task at or above 80% on the district-created rubric
- Portfolio with 3 artifacts to demonstrate above-average performance

Academically Gifted in Math and Reading (AG)

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

Intellectually Gifted (IG)

Students must have:

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

And one of the following:

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

Academically and Intellectually Gifted (AI)

Students must have all of the following:

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

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



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*** Practice C**

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

BCS AIG/Advanced Studies ensures that AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. After NCDPI Headcount is collected each semester, AIG/Advanced Studies District Leads analyze the demographics of students included in the headcount to identify under-represented populations.

According to Spring 2022 Headcount Data, 1548 of 12,497 (12.39%) BCS students are currently being served in the BCS AIG program. Analysis of this data has led to conclusions that there are two under-represented populations within the BCS AIG program: Black and Hispanic students. Fewer than 5% of Black students and 7% of Hispanic students in BCS are identified as AIG.

Considering these findings and utilizing the NCDPI AIG Call to Action: Critical Actions to Realize Equity and Excellence in Gifted Education as a guiding document, BCS AIG and Advanced Studies will take the following actions.

1. BCS AIG/Advanced Studies District Leads will review Headcount data twice yearly to identify trends in identification and service data at the district and school levels. Leads will collaborate with stakeholders to develop district and school plans to address trends. As part of this process, District Leads will also review EOC/G, AP, ACT, SAT, and GPA data to identify students for potential referral and screening.
2. BCS AIG/Advanced Studies will use the 3rd Grade CogAT and 11th Grade ACT as universal screeners. This practice will provide an unbiased way to identify students for whom to begin building the Learner Profile.
3. BCS AIG/Advanced Studies will provide multiple pathways for student identification. The use of multiple quantitative and qualitative measures allows students to demonstrate their ability to and potential to perform at a high level in the screening process.

4. BCS AIG/Advanced Studies will expand the Talent Development and Talent Pool programs. After classroom teachers deliver whole-class Nurturing lessons, teachers, students themselves, or parents can nominate students for participation in small group Talent Development experiences. Talent Development will expose students to critical and creative thinking processes that are featured on the assessments used for AIG identification. Further, students develop a body of work and teachers collect observation data that can be used in the Learner Profile as part of the identification process. When students demonstrate the need for differentiated curriculum and/or instruction during the screening process but do not meet AIG criteria, they are placed in the Talent Pool, where they access critical and creative thinking processes and build a body of work, both of which can be utilized in the future screening process.
5. BCS AIG/Advanced Studies will utilize communication processes that make the referral, screening, and identification processes more transparent. The Identification Roadmap, an infographic that illustrates the identification process, and an AIG One-pager will be available in print, on the BCS AIG website, on each school's AIG website, and in the middle school and high school Canvas course. These will be available in Spanish and English.
6. BCS AIG/Advanced Studies will design and implement professional development that will inform teachers about the identification process and about "look-fors" when referring students for AIG identification, particularly students from underrepresented populations.
7. BCS AIG/Advanced Studies District Leads will collaborate with ESL and EC department leaders twice a year to identify any students who are served in their departments and who may demonstrate traditional and nontraditional characteristics that indicate AIG identification and services are appropriate.

*** Practice D**

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

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

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

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

- Referral Form
- Testing Material Request Form
- Learner Profile Checklist
- Enriched Education Plan
- Teacher Recommendation Form
- Behavior/Motivation Scale
- Permission to Test Form
- Powerschool Entry/Change Form
- AIG Placement/Annual DEP Form
- Record of Parent/Guardian Communication
- Confidentiality of Student Records

*** Practice E**

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

BCS AIG/Advanced Studies disseminates information regarding screening, referral, and identification to all stakeholders through an intentional communication plan. The plan includes the following elements:

Communication with School Personnel:

AIG Identification Professional Development: for all AIG Leads, Counselors, and Principals; AIG Leads and Counselors disseminate this information to appropriate staff through a standard BCS slideshow presentation

AIG One-Pager: a one-page document that describes the processes and procedures for screening, referral, and identification as a hard copy and online

AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification as a hard copy and online

AIG Lead Teacher/Counselor Handbook: a digital repository that contains detailed information about these processes, detailed timelines, and virtual copies of all related forms

BCS AIG/Advanced Studies website: The BCS slideshow presentation, AIG One-Pager, AIG Identification Roadmap, and other resources for school personnel are located on the district website.

School AIG/Advanced Studies websites: The BCS slideshow presentation, AIG One-Pager, AIG Identification Roadmap, and other resources for school personnel use are linked on the school website.

Communication with AIG Task Force:

Meetings: The BCS AIG Task Force, a representative team of parents, educators, and community members, meets 2 times a year to guide the implementation and monitoring of the BCS AIG Plan. During these meetings, members will learn about the processes involved in AIG identification and receive the AIG One-Pager and AIG Identification Roadmap. Members receive recorded minutes from each meeting.

Communication with Parents/Guardians:

BCS AIG Slideshow Presentation: AIG Lead Teachers will share this slideshow with parents/guardians during an opening school-based AIG meeting. The slideshow will be available on the school and district AIG websites

AIG One-Pager: a one-page document that describes the processes and procedures for screening, referral, and identification as a hard copy and online

AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification as a hard copy and online

BCS AIG/Advanced Studies website: The BCS slideshow presentation, AIG One-Pager, AIG Identification Roadmap, and other resources for parent/guardian use are located on the district website.

School AIG/Advanced Studies websites: The BCS slideshow presentation, AIG One-Pager, AIG Identification Roadmap, and other resources for parent/guardian use are linked on the school website.

School Events: AIG Lead Teachers share information with parents/guardians at school events such as Title 1 nights, curriculum nights, and open houses.

Communication with Students:

AIG Canvas Course: All middle school and high school AIG students will receive access to the Canvas course that contains updates and documents including the AIG One-Pager and AIG Identification Roadmap

AIG One-Pager: a one-page document that describes the processes and procedures for screening, referral, and identification as a hard copy and online

AIG Identification Roadmap: a graphic representation that illustrates the processes and procedures for screening, referral, and identification as a hard copy and online

BCS AIG/Advanced Studies website: The BCS slideshow presentation, AIG One-Pager, and AIG Identification Roadmap, and other resources for student use are located on the district website.

School AIG/Advanced Studies websites: The BCS slideshow presentation, AIG One-Pager, and AIG Identification Roadmap, and other resources for student use are linked on the school website.

Communication with Community:

BCS AIG/Advanced Studies website: The BCS slideshow presentation, AIG One-Pager, and AIG Identification Roadmap, and other resources for community stakeholders are located on the district website.

School AIG/Advanced Studies websites: The BCS slideshow presentation, AIG One-Pager, and AIG Identification Roadmap, and other resources for community stakeholders use are linked on the school website.

*** 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.

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

All documents gathered and analyzed to support AIG identification decisions are shared with parents/guardians and maintained in student AIG Folders. Parents/guardians review this information during Initial Identification Meetings led by AIG Lead Teachers or Counselors and AIG Teachers. AIG Lead Teachers or Counselors and AIG Teachers are encouraged to revisit this information with parents/guardians during annual DEP review conferences and at other times during the school year, as appropriate.

*** Ideas for Strengthening the Standard**

- Learner Profile
- Multiple pathways to identification
- Local norms for identification

- Actions to address under-represented populations
- Streamlined AIG identification process
- AIG identification PD
- AIG Identification Roadmap
- AIG One-Pager
- Canvas Course for secondary student communication

Planned Sources of Evidence

- * Yearly Identification demographics
- * Learner Profile reviews
- * CogAT/Iowa data review
- * Talent Development Action Plan
- * AIG District/School Websites
- * Routine AIG Folder audits
- * Task Force membership, agendas

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources

 AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

K-3:

Early Entry Kindergarten: BCS School Board Policy 4100 (Age Requirements for Initial Entry) states parents of children who are aged 4 or before April 16 and are presented for enrollment no later than the first month of the school year can submit information that the child is gifted and has maturity to enter school. Per NC Guidelines, students who demonstrate 98th Percentile or higher on an approved aptitude or achievement assessment gain access to kindergarten curriculum and instruction earlier than their same-age peers. An Enriched Education Plan, developed for each child approved for Early Entry Kindergarten, is where teachers will record student strengths, areas of potential, and intentional strategies to develop strengths in multiple domains.

Nurturing Program: All K-3 students will participate in Nurturing lessons that expose students to problem-solving, critical thinking, and creative thinking lessons through exposure to PETS (Primary Education Thinking Skills and Strategies for Developing Higher-Order Thinking Skills) and NCDPI's Advanced Learning Labs. Nurturing will be provided by the classroom teacher during core instructional time 3-4 times a month. AIG Leads, in collaboration with Instructional Coaches and grade-level teachers, develop these lessons and resources. As students participate in these lessons, instructors gather data about students who demonstrate achievement or ability to achieve at higher levels than their same-age peers through grades, assessments (students who perform in the top 25% of their age-peers on DIBELS, mclass, K-2 Math Assessments, BOG's, iReady), and who score 75% or higher on an adapted version of the Renzulli-

Hartman Scales should be considered for the Talent Development Program at their school site. Additionally, students and/or parents of students who have demonstrated grade-level mastery on core content and are not currently in the EC referral process can self-nominate for student participation in the Talent Development Program.

Talent Development: During Intervention/Enrichment Blocks, K-3 students who have been nominated by teachers, parents, or themselves participate in the Talent Development Program. Talent Development lessons and resources are developed by grade-level teachers, Instructional Coaches, and AIG Lead Teachers. An Enriched Education Plan is developed for each student who participates in the Talent Development Program, and teachers will record student strengths, areas of potential, and intentional strategies to develop strengths in multiple domains. Additionally, teachers will collect work products that become part of each student's portfolio in the AIG Identification Process.

4-8:

Students identified as AR, AM, AG, AI, or IG, receive advanced core instruction in math and/or English language arts, based on their identification area(s) and needs. Settings for advanced core instruction include cluster grouping, resource pull-out/push-in, and full core AIG classes. In these settings, students receive differentiated instruction using instructional materials and resources designed for gifted and advanced learners. Students who have demonstrated above-grade-level potential may also be included in these differentiated settings.

Services may include content replacement, enrichment, acceleration, and critical thinking. Jacob's Ladder and the William & Mary Curriculum are utilized as a curricular framework to provide AR and AG students with access to complex texts, analysis, written and oral communication, reasoning, and other higher-level processes. AM and AG students utilize the Go Math program, the NC Compacted Curriculum, and Math 1 in the 8th grade. In Go Math, an advanced text provides a framework for access to accelerated math practices.

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

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

9-12:

Once AIG students enter high school, students and their Counselors continue to monitor and revise student work in Major Clarity. They can update their career interests in order to explore post-secondary options that will help them meet their career goals. Once students learn about post-secondary options, they work with their Counselor to update their Graduation Tracker and revise their academic pathway to include high school coursework that will lead to admission to continuing education and apply for scholarships. Through this continuous monitoring and revision of student work in Major Clarity Counselors and AIG students can ensure that students are on the path to meeting their educational and personal goals.

Each high school offers Honors and AP courses in English, math, social studies, science, foreign language, and electives. Students can enroll in community college Career Promise college courses in order to complete a College Transfer, Technical Career, or Continuing Education pathway. Students can also enroll in Brunswick County Early College in order to access transferable community college coursework during their high school career.

Students can pursue Credit by Demonstrated Mastery to demonstrate course mastery and receive pass credit for courses by following the NCDPI procedures for the practice. High School students also can enroll in coursework through the Center for Applied Science and Technology (COAST), the district's STEM site, that offers advanced Honors coursework in such areas as Clean Energy, Carpentry, Electrical Trades, Technology and Engineering, and Network Security. AIG and advanced students are also encouraged to participate in extracurricular programs such as the BCS Oratory Competition, Governor's School, CTE organizations, National Honor Society, student publications, Science Olympiad, and other areas of interest.

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*** Practice B**

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

BCS strives to support the holistic development of AIG students, and AIG/Advanced Studies District Leads collaborate with various departments and personnel to support the social and emotional health of all AIG students. Through monthly meetings with Curriculum and Instructional Services, AIG/Advanced Studies District Leads collaborate to ensure that SEL supports are utilized in instructional planning. AIG Lead Teachers and BCS Instructional Coaches participate in and lead various team structures, such as PLCs and school- and district-wide professional development programming, to share tools and resources with instructional staff to support SEL.

The BCS AIG Certification program, a 7-week professional development process, includes instruction about the unique social and emotional learning needs of AIG students. The program utilizes the Teachers Survival Guide: Gifted Education and modules that prepare

teachers of AIG students to support the development of the whole AIG student.

District AIG/Advanced Studies Leads deliver a comprehensive SEL professional development program to AIG Leads and High School Instructional Coaches to focus on SEL for AIG students. This four-part series focuses on teacher awareness of SEL needs of AIG students and tools to be implemented with AIG students. Upon completion of each module, Leads and Coaches are highly encouraged to provide sessions at their sites to disseminate this information to instructional staff working with AIG students. Teachers of AIG students implement these tools and lessons in addition to implementing content-embedded SEL experiences that help build student resilience and social and emotional health.

When AIG students complete the identification process, each parent or guardian is provided with a copy of the SENG booklet "The Joy and the Challenge: Parenting Gifted Children Readings and Resources". This booklet, also linked on the BCS AIG/Advanced Studies webpage, provides families with resources and strategies to address the SEL needs of AIG students.

BCS utilizes a 3 pronged process when individual students face challenges. 1. BCS utilizes the MTSS model to problem-solve and provide interventions that support SEL and mental health needs of AIG students. 2. Teachers, students, and AIG personnel collaborate to support individual student SEL through the Differentiated Education Plan. The DEP includes a section in which the team can discuss and address SEL components such as self-esteem, motivation, and perfectionism. 3. AIG Leads and Counselors employ the AIG Student Success Plan when an AIG student is struggling. This process includes input from teachers, the student, and parents/ guardians and an action plan in which goals are set and monitored, and personnel are assigned to support. AIG Leads collaborate with district and school student support services to utilize a continuum of services that include PBIS, community agencies, and health professionals as tiered services when appropriate.

*** Practice C**

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

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

BCS Strategic Goal 1 (Achievement) states, "Every student enrolled in BCS will graduate from high school prepared for work, further education, and citizenship." BCS AIG/Advanced Studies utilizes the annual DEP meeting and accountability paperwork to ensure students, parents, guardians, and teachers are aware of all opportunities available to AIG students. These opportunities may include models of differentiation and acceleration, high school credit courses in middle school, AP and Honors coursework, College and Career Promise, and enrollment in courses offered at the Center of Applied Science and Technology, as well as many extra-curricular opportunities. BCS AIG/Advanced Studies Leads participate in monthly meetings with Curriculum and Instructional Services to contribute to and support

curriculum and instructional initiatives and ensure AIG students' needs are included in decision-making. BCS District Leads conduct periodic check-ins with ESL, MTSS, EC, and Student Services personnel to ensure that all AIG students will be prepared for work, education, and citizenship.

BCS Strategic Goal 2 (Personalized Education) states, "Every student has a personalized education." AIG/Advanced Studies supports personalized education for all students through Enriched Education Plans (K-3) and Differentiated Education Plans (4-12) that are developed for each student in the Talent Development or AIG program. Needs of gifted learners are supported through the MTSS program as teachers implement "Core plus More" by providing extended learning opportunities for gifted and advanced learners. AIG and advanced learners have access to extracurricular programs (Battle of the Books, Science Olympiad, ROCAME, Robotics, Math Counts, and others) focusing on specific areas of interest. Each student, beginning in Grade 8, works with a Career Development Coordinator and school personnel to develop an individualized 4-year plan designed to meet that student's academic, social, and emotional needs. Additionally, in accordance with BCS Policy 3420 (Student Promotion and Accountability), CDM and Acceleration opportunities are provided for students who demonstrate potential for success beyond their current grade level.

BCS Strategic Goal 3 (Talent Development) states, "Every student, every day has excellent educators." BCS AIG/Advanced Studies provides a Canvas-based AIG Certification course to prepare and support teachers of AIG students. The department also financially supports teachers who pursue state AIG licensure. AIG/Advanced Studies Leads work with Curriculum and Instructional Services to develop resources and professionally develop classroom teachers for differentiated instruction, SEL, and vertical planning. AIG/Advanced Studies District Leads hold monthly one-on-one and quarterly meetings with AIG Lead Teachers/Counselors to build teacher leadership capacity and implement district initiatives in each school. In order to encourage this type of teacher leadership, AIG Lead Teachers earn a district stipend for their service.

BCS Strategic Goal 4 (Business and Technology) states, "Every district has up-to-date financial, business, and technology systems to serve its students, parents, and educators." BCS AIG/Advanced Studies utilizes several systematic methods to ensure all stakeholders have access to resources that support AIG and advanced learners. AIG/Advanced Studies District Leads maintain a department website, providing information, resources, and materials related to gifted programming and services in the district. AIG/Advanced Studies District Leads maintain a shared Google Drive for AIG Lead Teachers where they can access district-created instructional resources, meeting notes and recordings, and professional development materials and recordings. A digital handbook for AIG Leads (K-8) and AIG-designated Counselors (9-12) is a living resource that provides important program information, timelines, expectations, forms, and resources to support the responsibilities of their role. BCS AIG/Advanced Studies collaborates with district Digital Learning Specialists to support the PD efforts for teachers' use of 1:1 technology to enrich and enhance each student's learning experience.

BCS Strategic Goal 5 (Safety and Health) states, "Every student is healthy, safe, and responsible." BCS AIG/Advanced Studies works to ensure safety and health of each student through the support of and participation in various district structures. AIG Lead Teachers and teachers of AIG students participate in the MTSS model to ensure appropriate enrichment and intervention for AIG students. AIG Lead Teachers and Instructional Coaches participate in SEL professional development for AIG students and disseminate these tools and

resources to classroom teachers. Teachers of AIG and advanced learners participate in a local certification program that contains modules focused on student social and emotional health. AIG teachers, students, parents, and guardians maintain the DEP process in order to give attention to each the social and emotional health of each AIG student. When an AIG student demonstrates additional need, a Student Success Plan, an action plan for goal-setting and monitoring, is employed to develop a plan of support for the student.

BCS Strategic Goal 6 (Opportunity) states, "Ensure equity of educational opportunity." In an effort to ensure equity of educational opportunity, BCS utilizes local norms and multiple pathways in the AIG identification process. Teachers, Parents/Guardians, Counselors, and Students collaborate in the annual DEP process to share information about opportunities available to students. Also, AIG/Advanced Studies District Leads provide the Assistant Superintendent and Elementary and Secondary Directors with notes and information about practices to be shared with various district and school leaders to guide decision-making and implementation of AIG practices and procedures.

*** Practice D**

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

BCS Policy 3130 (Grouping for Instruction) acknowledges various student learning needs and details considerations for differentiated student grouping. The policy also describes the Principal's authority in class assignments and grouping and encourages Principals to include others in the decision-making process. BCS AIG/Advanced Studies District Leads, AIG Lead Teachers, and Elementary and Secondary Directors provide guidance on the best practices for flexible grouping to school administrators, and Principals can make informed decisions about the model of AIG grouping best fits the needs of their school site. Academic and behavioral data (AIG Identification, grades, reading and math assessment data, work products, teacher observation, anecdotal information) is utilized in the scheduling of all BCS students, and administrators determine grouping and class placement for AIG students and advanced learners.

BCS utilizes content, cluster, and flexible grouping models to provide appropriately differentiated instruction to meet the needs of gifted and advanced learners. AIG students' progress is monitored by teachers and Lead Teachers at least quarterly through a review of grades, assessment data, work products, teacher observation, and anecdotal information to ensure appropriate placement. When necessary, supports such as MTSS and the AIG Student Success Plan are employed to problem-solve and provide support for students. At the end of the year, all relevant data is reviewed as part of the DEP process, and student placement is determined from this data.

BCS Grouping Guidelines for AIG programming and services are as follows:

- *Content Grouping:* Gifted and/or advanced learners are grouped with like-ability peers in an AIG classroom setting for content instruction with a teacher who has been trained to work with gifted learners.

- *Cluster Grouping*: 5 to 8 gifted or advanced learners are grouped in a mixed-ability classroom for appropriately differentiated instruction in math and/or English language arts with a teacher who has been trained to work with gifted learners.
- *Flexible grouping*: Students are placed in small groups based on readiness, interests, and abilities within the classroom.

BCS utilizes the MTSS model, and intervention/enrichment groups are formed based on Nurturing and formative assessment data that is reviewed by classroom teachers and the MTSS Team regularly. Through the MTSS model, students are provided with individual or small group interventions or enrichments based on their academic and SEL needs. Often this is accomplished through flexible grouping during an Intervention and Enrichment Block. As students experience interventions and/or enrichments, teachers collect and analyze multiple forms of data to ensure these interventions/enrichments are appropriate and effective.

*** Practice E**

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

AIG/Advanced Studies District Leads meet with High School Counselors and AIG Lead Teachers in August of every school year to review the BCS AIG Plan, practices, and procedures. AIG Lead Teachers and Counselors disseminate this information to the instructional staff at their school site. They are encouraged to use the BCS AIG Plan 101 (a digital one-pager) and a district-developed slide deck to lead their annual beginning of the year staff updates.

Teachers of AIG students participate in the BCS AIG Certification Program. Within the modules of this course, teachers learn about the BCS AIG Plan and local practices and procedures. AIG/Advanced Studies District Leads hold monthly check-ins and quarterly meetings Lead Teachers/Counselors. The purpose of these meetings is to share information about the implementation of AIG practices and procedures at individual school sites.

In order to provide day-to-day guidance and instant access to paperwork and AIG-related documentation, all AIG Lead Teachers and Counselors have access to the AIG Handbook. This handbook contains key information about the local AIG plan and practices and procedures used within the AIG program. It serves as a one-stop-shop for paperwork, resources, important dates, and practices they will use throughout the school year.

The AIG/Advanced Studies District Leads collaborate with the Elementary and Secondary Directors and the Assistant Superintendent to disseminate information to school administrators. Through the Leadership Team structures (meetings and weekly memos), the AIG/Advanced Studies District Leads are able to clarify AIG practices and program guidelines for administrators.

*** Practice F**

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

At the close of each school year, each elementary school AIG Lead Teacher delivers AIG folders and documentation for rising gifted 6th graders to the appropriate middle school and discusses student placement, progress, and needs with the middle school AIG Lead Teacher at that site. Additionally, each middle school AIG lead teacher delivers AIG folders and documentation for rising gifted 9th graders to the appropriate high school and discusses student placement, progress, and needs with the designated AIG Counselor at that site. This process is documented, and signed forms are shared with the AIG/Advanced Studies District Leads for accountability purposes.

The AIG/Advanced Studies District Leads meet quarterly with AIG Lead Teachers/Counselors to share information, materials, resources, and initiatives related to gifted programming and services in the district. Additionally, District Leads meet regularly with administrators at the middle and high school levels to discuss strategies, resources, and materials related to AIG/Advanced Studies.

Each AIG Lead Teacher (K-8) meets with their school site faculty, at least once a quarter, to share information related to AIG students, programming, and services offered at the site. This provides a scheduled time for discussing data and sharing strategies and resources for meeting specific student academic, social, and emotional needs.

Each AIG Lead Teacher (K-8) asks to be added to the agenda for monthly faculty meetings or grade level meetings to share information about AIG programming and services in the district and at the school site. Topics may include student identification, programs and services, support for academics, social and emotional needs of AIG students, and other site-specific topics.

Elementary AIG Lead Teachers meet with K-3 faculty to share expectations for the BCS Nurturing and Talent Development Programs. They collaborate to identify and create successful experiences for at-potential learners in K-3 and utilize multiple data sources to inform the development of an Enriched Education Plan (EEP) for each K-3 student in the Talent Development Program. Data from each student's EEP is shared with 4th-grade teachers when the student transitions into the AIG identification process.

9-12 AIG Counselors oversee the AIG students in each high school. They maintain the student AIG folders and share information about the academic, intellectual, and social and emotional needs of AIG students with stakeholders. Through the platform Major Clarity, high school Counselors can monitor student progress toward their career and postsecondary goals. Using the Graduation Tracker and academic pathway, Counselors can guide students toward interest-based and academic opportunities. This work supports students as they progress to graduation. Further, through the Advisor-Advisee Program at each school, small groups of students are assigned to instructional staff for lessons and ongoing support throughout their high school career. It is through Advisor-Advisee that DEPs are updated and maintained.

* Practice G

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

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

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

Acceleration and/or Grade-Skipping: BCS Policy 3420 (Student Promotion and Accountability) acknowledges that when a student needs more challenging coursework, Principals may reassign the student to a different class or level of study, may identify concurrent enrollment or other curriculum expansion options, and/or may consider grade skipping. At the elementary level, Early-Entry Kindergarten provides the opportunity for younger students who demonstrate advanced knowledge, skills, and potential to enter the school environment prior to the traditional starting age. Students in kindergarten through 3rd grades are provided extension opportunities for Talent Development and Nurturing groups that provide additional challenges geared toward readiness and interest. In 4th and 5th grades, multiple models of AIG service delivery include AIG core classes and AIG pull-out/resource in math and English language arts. Fourth and fifth AIG math classes incorporate a compacted curriculum to move gifted learners toward challenging math concepts once grade-level standards have been mastered. At the middle school level, advanced coursework is offered in AIG-specific content classes and through opportunities for high school course credit. AIG classes are offered in English language arts and math, and high school credit courses are offered in Math 1 and in Earth and Environmental Science. AIG math classes in 6th and 7th grades incorporate a compacted curriculum designed to prepare students for taking Math 1 in the 8th grade, once grade-level standards have been mastered. At the high school level advanced coursework is offered in honors courses, Advanced Placement (AP) courses, and Career and College Promise (CCP) courses. Honors and AP courses are offered in person in English, math, science, social studies, and elective areas. When

appropriate, students can also consider NCSSM Connect courses through which they can enroll in virtual AP STEM and humanities courses that BCS may not offer.

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

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

BCS AIG and advanced students can consider applying to specialized schools like the North Carolina School of Science and Math to address their needs, and if a student completes NC State Board graduation requirements, Early Graduation may be considered according to BCS Board Policy 3460 (Early Graduation).

*** Practice H**

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

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

Through collaborative conversations with district and school-level personnel and professional development opportunities, BCS is working to shift mindsets to understand that in the AIG Identification process, testing is not the gateway to identification but simply another data point used in making informed decisions about student placement in the AIG setting. BCS administers the CogAT and utilizes the ACT as universal screeners in 3rd and 11th grades and offers additional testing opportunities throughout the school year with the CogAT, Iowa Assessments, NNAT, and other alternate assessments to provide that data point. Additionally, BCS utilizes local norms on standardized assessments as a strategy for broadening access to advanced learning opportunities for all students.

In K-3, all students will be exposed to a locally developed Nurturing curriculum that teaches critical and creative thinking, problem-solving, and advanced learning through regular lessons. Data from these lessons, assessment results, grades, and student interest will be used to form flexible groups that will continue to explore these skills in the Talent Development Program. By expanding the K-3 Nurturing Program to all students, BCS will broaden access to advanced learning and talent development, especially among students in traditionally underrepresented populations.

In 4-8, students in the top 10% of under-represented populations will be placed in the AIG Talent Pool, gaining access to advanced coursework in content accelerated courses or differentiated cluster groups. After an academic year in the Talent Pool, student data (achievement, work product, teacher observation) will be used to consider AIG identification. Additionally, in accordance with NC Advanced Math Legislation, all students who earn a Level 5 on a Math EOG are enrolled in advanced math coursework regardless of AIG status.

In 9-12, students enrolled in the high school AVID program, intended to provide support for diverse and under-represented groups on the path to college, can earn honors credit in some courses, increasing access to rigorous coursework. The Center for Applied Sciences and Technology (COAST) offers Honors level courses in STEM fields such as Clean Energy Technology and Technology Engineering and Design, providing rigorous interest and career-based opportunities open to all high school students in BCS.

In an effort to increase access and equity in the BCS high school Advanced Placement program, the BCS AIG and Advanced Studies program will work with high schools to develop recruitment practices. BCS AIG/ Advanced Studies will form an Advanced Academics Committee to operate at both the school and district levels. The first role of this committee will be to gather and analyze demographic, enrollment, and achievement data for each school's advanced academic programs (Honors, AP, and CCP). The district and school teams will develop action plans to increase access to enrollment and success in advanced coursework.

BCS AIG and Advanced Studies will collaborate with high school Counselors, middle school Counselors, and teachers of advanced courses to develop and implement recruitment practices that encourage enrollment in advanced coursework that reflects the demographic characteristics of each school site. In addition to the current recruitment practice of sending personalized invitations to all advanced students, as determined by GPA, achievement scores, and top percentages of each class, BCS AIG and Advanced Studies will develop family guides and experiences to dispel myths about advanced coursework and provide information about AP coursework to encourage students and families to make informed decisions to match available courses with student post-high school planning.

*** Practice I**

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

BCS AIG/Advanced Studies collaborates with multiple departments within the school district to provide opportunities for AIG students to be involved in extra-curricular programs, organizations, and events that match their academic, intellectual, social, and emotional needs. Such opportunities may include but are not limited to:

- Governor's School
- Presidential Scholars
- Science Olympiad
- Publications
- Battle of the Books
- ROCAME
- Robotics Club
- Math Counts
- Williamson Oratory Competition
- Duke TIP
- National Honor Societies
- Beta Club
- Key Club
- Service-oriented clubs and organizations
- Cultural Arts organizations and events
- Career/academic honor societies
- Career/academic leadership organizations

*** Ideas for Strengthening the Standard**

- Nurturing Program
- Talent Development Program
- SEL Professional Development
- Process to support student needs
- Canvas course to connect with secondary students
- DEP to support SEL
- Local norms/Multiple pathways
- AIG Plan 101
- AIG Lead Teacher school leadership
- AIG Lead Teacher/Counselor Handbook
- Enriched Education Plan

Planned Sources of Evidence

* Enriched Education Plan/DEP reviews
* Nurturing documentation reviews
* Talent Development demographics/ enrollment
* AP/Honors/CCP enrollment, completion, grade/score
* AIG Certification completion
* SEL PD agendas/survey results
* MTSS/DEP/Student Success Plan data
* CDM Completion
* Monthly/Quarterly Lead/Counselor meeting agendas

Documents

Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 AIG Standard 2 Additional Resources

Standard 3: Differentiated Curriculum and Instruction

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

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

Acceleration: BCS AIG/Advanced Studies employs curriculum compacting, enrollment in Math 1 and Earth and Environmental Science in middle school, Early Entrance to Kindergarten, grade skipping (as determined using multiple pieces of data by a school Principal), subject acceleration (when a student attends a class with older peers), enrollment in CCP courses at Brunswick Community College, enrollment at Brunswick Early College High School, and enrollment in AP or Honors courses.

Enrichment: Within cluster, whole group, or regular settings, AIG and advanced students are offered access to projects that move beyond the curriculum and appeal to student interest. Such projects may include independent study, Google 20 time, and problem-based learning.

Extension: When assessment data can be used to show that students are ready, AIG and advanced students are offered opportunities to engage in activities that enhance the depth and complexity of the curriculum. Utilizing tools like the NCSCoS ELA Learning Progressions and BCS Standards Aligned Proficiency Scales for all content areas students engage in learning that enhances critical and creative thinking in order to make the curriculum more challenging.

*** 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.

Teachers of AIG students learn differentiation strategies through the BCS AIG Certification Course; professional development and collaboration with their AIG Lead; coaching cycles, tools, models, and professional development provided by the Curriculum and Instruction staff; and collaboration with peers in PLCs. Teachers adapt the depth and complexity of the NCSCoS through various methods of differentiation that focus on acceleration, enrichment, and extension.

Teachers use data from multiple sources (including local and state assessments, work products, interest or preference surveys, EVAAS) to determine instructional practices that meet the needs of individual AIG students. Methods of differentiation are detailed on the student's DEP. Methods of differentiation used with AIG and advanced learners can include compacting, flipped classrooms, book clubs, literary circles, independent study contracts, scaffolding, flexible grouping, tiered assignments, project-based learning, choice activities, learning contracts, and seminars. Additionally, teachers and schools use local organizations and partnerships to arrange guest speakers and out-of-school experiences.

BCS AIG/Advanced Studies will lead high school Advanced Academics Committees in book studies and/or professional development opportunities to provide teachers of advanced courses with dispositions and skills to appropriately differentiate course materials and instructional strategies to meet the needs of AIG and advanced students. BCS AIG/Advanced Studies will also leverage the support provided through the NC AP Partnership to provide teachers with curriculum and instructional support for continuous improvement.

*** Practice C**

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

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

The BCS Instructional Coaches and Digital Learning Specialists collaborate with teachers to research, plan, and develop, NCSCOS-aligned instructional materials and resources to engage all learners, with intentional and purposeful differentiation strategies that will accelerate,

enrich, and/or extend those experiences for gifted learners.

Print and digital research-based curriculum materials utilized by K-12 BCS AIG teachers in instructional planning and service delivery include, but are not limited to:

- NCDALGE Advanced Learning Labs
- Primary Education Thinking Skills (PETS) (Thomson, S., Merritt, D., & Wolfe, M. [2012])
- ThinkUp! Math (Mentoring Minds/Curriculum Associates)
- Wordly Wise (Educator Publishing Services)
- Vocabulary-Lit (Perfection Learning)
- Jacob's Ladder Reading Comprehension Program (VanTassel-Baska, J. and Stambaugh, T.)
- William & Mary Language Arts Curriculum (William and Mary CFGE)
- Vanderbilt University's ELA Lessons for Gifted and Advanced Learners in Grades 6-8 (Stambaugh, T. and Mofield, E.)
- Word Within the Word (Michael Clay Thompson; Royal Fireworks Press)
- Math Textbook series that allows for compacting of curriculum for advanced learners
- Stanford History Education Group (SHEG)
- C3 Teachers
- Wake Forest PBL Lessons
- Texts to support AP study as recommended by College Board
- Complex texts for use in ELA and content courses
- Supplemental texts to support the academic, social, and emotional needs of gifted learners: Practical Strategies in Gifted Education (series; Prufrock Press, 2005); Social and Emotional Gifted Teen (series; Pieces of Learning, 2018)

*** Practice D**

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

Teachers of AIG and advanced students infuse the future-ready skills of critical thinking, communication, collaboration, creativity, and leadership in instruction, and students are provided multiple opportunities to create authentic work products that extend their learning. In 8-12th grade, interest surveys and post-secondary career and academic plans are housed in the Major Clarity platform. School staff can guide AIG and advanced students toward opportunities that will develop future-ready skills.

By utilizing interest and learning preference surveys, teachers use lessons, readings, and activities that have personal relevance to students. Examples include personal finance and budgeting and problem-based learning in social studies; coding and authentic problem-solving in math; high interest and complex texts, seminar discussions, and debates in ELA; problem-based learning and hands-on labs in science; and authentic experiences in CTE. AIG and advanced students are also provided with opportunities to practice and refine future-ready skills through partnerships with community organizations via real-world scenarios, community service projects, mentorships, job shadowing, internships, apprenticeships, and volunteering.

The AIG program works collaboratively with other school programs, such as these college and career-ready programs: AVID (Advancement Via Individual Determination) and CTE (Career and Technical Education including unique opportunities offered through COAST). This shared collaboration is instrumental in closing opportunity gaps by sharing resources and fostering the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

*** Practice E**

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

BCS AIG/Advanced Studies uses data to inform flexible grouping decisions. At the school level, PLCs, teachers, MTSS Teams, and AIG Lead Teachers analyze data for in-class flexible grouping decisions. At the district level, this process is supported by the AIG/Advanced Studies District Leads and BCS Instructional Coaches. AIG Lead Teachers and Administrators analyze AIG identification areas and state and local data to determine cluster and whole class student grouping. During regularly scheduled PLCs at each school site, teachers analyze local and classroom assessments, state assessments, EVAAS, student work products, student interest and preference surveys, and teacher observations to monitor and make any needed changes to in-class flexible grouping for instruction.

*** Practice F**

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

BCS strives to support the holistic development of AIG students, and BCS AIG/Advanced Studies District Leads collaborate with AIG Lead Teachers and BCS Instructional Coaches to develop instructional practices and resources that support social and emotional health for all AIG students. These practices and resources are disseminated to teachers who work with AIG and advanced learners through various team structures, such as PLCs and school- and district-wide professional development programming.

AIG/Advanced Studies District Leads deliver a comprehensive professional development plan to school leads and High School Instructional Coaches that focuses on SEL for AIG students. Upon completion of each module, leads and coaches are highly encouraged to provide sessions at their sites to disseminate this information with instructional staff working with AIG students. Teachers of AIG students implement these tools and lessons in addition to implementing authentic, content-embedded SEL experiences that help build

student resilience and social and emotional health. Resources that can be used to address the SEL needs of gifted students focus on gifted characteristics, building relationships, community, identity, growth mindset and incorporate the NCDPI AIG Booster Shots for SEL and the K-12 Advanced Learning Labs, *The Gifted Kids' Survival Guide* (Galbraith, J., & Delisle, J. R. (1996), and *The Gifted Kids' Survival Guide: A Teen Handbook* (P. Espeland, Ed.). Free Spirit Pub.)

Further, AIG Lead Teachers and District Leads collaborate with school-based teams to collect and monitor social and emotional data related to AIG. They facilitate access to resources that can support students within the classroom and the MTSS structure.

* Practice G

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

BCS AIG/Advanced Studies District Leads communicate the purpose and expectations of the Talent Development and the Nurturing Program with Administrators and AIG Lead teachers.

All students in K-3 will participate in Nurturing lessons and activities developed by AIG Leads, Instructional Coaches, and AIG Teachers. These lessons will incorporate the PETS curriculum with additional activities that build creativity, curiosity, and critical thinking. During these lessons, Teachers will use the Renzulli-Hartman Observation Scale to identify students with strengths, interests, and potential or evident advanced learning needs. Additionally, students who are not currently involved in the EC identification process (or their parent/guardian) can self-identify as having an interest in this type of learning.

Students identified through these methods will then participate in smaller group Talent Development follow-up sessions that feature evidence-based, problem-based learning activities that develop students' creativity, curiosity, and critical thinking each quarter. Talent Development lessons and resources are developed by grade-level teachers, Instructional Coaches, and AIG Lead Teachers. An Enriched Education Plan is developed for each student who participates in the Talent Development Program. The Enriched Education Plan is where teachers will record student strengths, areas of potential, and intentional strategies to develop strengths in multiple domains. Additionally, teachers will collect work products that will become part of each student's portfolio in the AIG Identification Process.

Some students will need more intense services, and these may include flexible grouping, acceleration, and compacting.

* Practice H

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

Teachers of AIG students meet in various collaborative structures that support the learning of AIG and advanced learners. AIG Teachers collaborate in departments, grade levels, MTSS Teams, and PLCs within their school sites to plan and refine differentiated curriculum and instructional resources for their students. AIG Teachers, Lead Teachers, and District Leads collaborate with MTSS, Title 1, EC, ESL, and Student Services personnel to ensure that all AIG students' needs are being met through differentiated curriculum and instruction.

Further, AIG Teachers collaborate with educators in and out of the district. AIG Leads meet quarterly to review district practices and problem-solve for curriculum and instruction. Instructional Coaches (many of whom are AIG licensed, locally certified, or AP certified) work with AIG teachers through lesson co-teaching, modeling, and coaching cycles. BCS AIG/Advanced Studies will lead high school Advanced Academics Committees in professional development opportunities and collaborative activities to provide teachers of advanced courses with dispositions and skills to appropriately differentiate course materials and instructional strategies to meet the needs of AIG and advanced students. BCS AIG/Advanced Studies will also leverage the support provided through the NC AP Partnership to provide teachers with curriculum and instructional support for continuous improvement. AP Teachers can collaborate with mentors through the AP Mentoring Program.

*** Practice 1**

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

BCS AIG/Advanced Studies utilizes a Differentiated Education Plan (DEP) for each student participating in AIG programming and services. DEPs are developed at the school site level with AIG leads, AIG and general education teachers, school administrators, school counselors, parents/guardians, and students being invited to participate in the initial DEP development and annual DEP review process.

To begin the process, AIG Teams complete a Learner Profile in which they collect data from assessments, teacher recommendations, teacher observation instruments, the student's academic performance, and additional performance tasks and data that supports AIG placement and identification. Data are reviewed by the AIG Team, in consultation with the AIG District Lead, to determine services to be outlined on the initial DEP. Any student who meets the criteria for Early Entry kindergarten or is involved in the Talent Development Program will receive an Enriched Education Plan (EEP). The EEP houses data used for consideration for the Talent Development program, Talent Development group participation, and evidence that can be used for future identification. Data from each student's EEP is shared with 4th-grade teachers should the student transition into the AIG identification process.

During the initial EEP meeting for K-3 students participating in Talent Development and the initial DEP meeting, the AIG Lead Teacher will invite regular education teachers who work with the student, administrators, EC and/or EL personnel, parents/guardians, and the student to a conference to discuss AIG services to meet the student's needs and to provide signatures noting agreement to the

information outlined in the DEP. Students who may be identified for AIG services after the 8th grade will have a similar initial DEP meeting led by the AIG-designated high school Counselor, supported by the Advanced Studies District Lead.

After the Initial DEP, review meetings, with the same stakeholders, are held annually. The purpose of these meetings is to discuss the student's progress, needs, and services and provide input on any changes that need to be made to the DEP moving into the next school year. Changes, if any, are noted, comments reflecting the discussion are recorded, and signatures of all in attendance are added to the DEP. If the parents/guardians are unable to attend the annual review meeting, the AIG lead teacher may set up a virtual meeting or a phone conference to discuss the information with the parents/guardians and then send the DEP for signatures. Although the annual DEP review meetings may be held at any point during the school year, the BCS AIG/Advanced Studies department recommends that meetings with 5th (rising 6th) graders and 8th (rising 9th) graders be held in the early spring so conversations about course selections and other pertinent information related to the next grade span may be discussed. DEP conferences at the high school level focus on the student's progress relative to his/her 4-year plan of coursework and program of study. Additional meetings may be requested by parents/guardians and/or teachers throughout the school year if or when changes in services are needed, and the DEP needs to be updated to reflect those changes.

Each student's DEP is housed in his/her AIG folder, stored in the vault at the school site.

*** Ideas for Strengthening the Standard**

- Advanced Academics Committee
- On-going data analysis
- Data-driven decision-making
- SEL focused book study/ professional development
- Nurturing Program
- Talent Development Program
- Learner Profile

Planned Sources of Evidence

* AIG Certification enrollment and completion
* PD agendas/notes
* Coaching Cycles
* AIG Professional Development Plan
* Talent Development plans/resources
* Advanced Academics Committee agendas/notes
* Learner Profile review
* Differentiated Education Plan review

Documents		
Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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

BCS AIG District Lead

Academically Gifted (88087) Add-on Licensure since 2005

- Guides the development, implementation, and evaluation of the system's AIG instructional programs and assures that the direction and emphasis of enrichment, extension, and acceleration
- Assists Principals and other administrators and teachers to prepare and recommend those sections of the budget that pertain to instructional programs for AIG
- Keeps current on developments and issues related to advanced studies; provides leadership for determining their appropriateness for inclusion in the system's educational program, and serves as a resource for Principals and Teachers
- Provides the necessary training for teachers, administrators, instructional coaches, and others in specific areas, i. e. AIG In-House Certification Program (30 hours) in seven modules, arts integration, giftedness, and differentiation

- Helps guide the development and/or revision of curricular resources for AIG
- Assists Principals and Teachers with data analysis which affects instructional decisions for AIG
- Works with school personnel and parents as needed
- Assists in the recruitment, development, and selection of professional personnel
- Serves as a liaison with educational leaders and teachers in curriculum and instruction at the state, regional, and national levels through membership and participation in professional organizations as well as participation in relevant conferences, seminars, and workshops
- Manages state and local budgets
- Seeks grant opportunities related primarily to advanced studies to investigate, prepare, and submit for approval to enhance current programming
- Works with the assigned administrative assistant to address all program needs and expectations
- Oversees assessment qualification testing using approved nationally normed tests
- Co-manages the district's AIG approved Plan to ensure fidelity to all policies and procedures countywide to promote equity, consistency, and high expectations through meetings with lead teachers, observations, and other means necessary
- Co-leads the needs assessment, self-assessments, task force, and stakeholder surveys necessary for the review of current AIG district plans in the preparation and writing of such continuing plans every three years per state requirement.

BCS Advanced Studies Lead

Academically Gifted (88087) Add-on Licensure since 2002

- Guides the development, implementation and evaluation of the system's advanced studies instructional programs and assures that the direction and emphasis of enrichment, extension, and acceleration
- Assists Principals and other administrators and teachers to prepare and recommend those sections of the budget that pertain to instructional programs for advanced studies

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

*** Practice B**

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

Each elementary has an AIG Lead Teacher whose responsibilities include:

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

15. Participate in professional growth opportunities such as professional reading and attending or presenting at AIG-related conferences or workshops.

16. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential

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

1. Serve as the liaison between the AIG District Lead and the school site.
2. Attend district AIG Lead Teacher Meetings or arrange approved substitute school representation.
3. Share relevant AIG information with school administration, AIG teams, students, parents, and other stakeholders.
4. Lead and facilitate informational AIG sessions with students, parents, AIG staff, and other stakeholders.
5. Store AIG confidential folders in a locked and secured area.
6. Meet all AIG required deadlines including AIG Headcounts, Differentiated Education Plans (DEPs), file transfers, inactive folder accountability.
7. Schedule AIG student testing in consultation with AIG District Lead.
8. Maintain regular two-way correspondence with AIG parents and guardians to share program updates and enrichment opportunities.
9. Middle-level AIG Lead Teacher will collaborate with classroom teachers, school administrators, and the AIG District Lead to analyze student data to identify candidates for talent development, potential AIG candidates, and further testing and identification needs.
10. Ensure all appropriate forms are completed and stored properly in student AIG folders.
11. Provide professional development to address teacher or student needs. Topics may include differentiation, extension, acceleration, enrichment, questioning strategies, critical thinking, portfolio and rubric development, grouping practices, independent study.
12. Engage in the development of district AIG plans and utilize surveys, questionnaires, needs assessment, self-reflection, committee work, and strategic task forces to ensure alignment and implementation.

13. Support administration and school staff in addressing both student academic success and social and emotional learning (SEL) through the incorporation of AIG principles and best practices.
14. Middle-school AIG Lead Teacher will ensure student opportunity and access to high-school courses in middle school.
15. Participate in professional growth opportunities such as professional reading and attending or presenting at AIG-related conferences or workshops.
16. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential

Each high school has an AIG-designated Counselor whose responsibilities include:

1. Serve as the school-site liaison between the Advanced Studies District Lead and the school site.
2. Share relevant AIG information with school administration, AIG teams, students, parents, and other stakeholders.
3. Lead and facilitate informational AIG sessions with students, parents, AIG staff, and other stakeholders.
4. Store AIG confidential folders in a locked and secured area.
5. Meet all AIG required deadlines including AIG Headcounts, Differentiated Education Plans (DEPs), file transfers, inactive folder accountability.
6. Schedule AIG student testing in consultation with Advanced Studies District Lead.
7. Maintain regular two-way correspondence with AIG parents and guardians to share program updates and enrichment opportunities.
8. Ensure all appropriate forms are completed and stored properly in student AIG folders.
9. Engage in the development of district AIG plans and utilize surveys, questionnaires, needs assessment, self-reflection, committee work, and strategic task forces to ensure alignment and implementation.
10. Support administration and school staff in addressing both student academic success and social and emotional learning (SEL) through the incorporation of AIG principles and best practices.

11. Comply with all local, state, and national legislation and regulations as they relate to AIG students or students who show academic potential

Additionally, each high school usually has a Counselor who specializes in Governor's School, Advanced Placement, and Scholarships.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

BCS AIG/Advanced Studies provides specific professional development for various professionals involved in AIG programming:

- AIG/Advanced Studies Leads participate in NCDPI, NCAIGT, and Region 2 professional development opportunities.
- Administrators receive annual professional development about best practices for use when scheduling AIG and advanced learners and identification.
- High School Counselors participate in annual professional development about HS AIG students, identification, and services.
- K-8 teachers of AIG students earn BCS AIG Certification through a 7-week hybrid course offered 3-4 times a year.
- K-3 teachers will participate in professional development about the implementation of the Nurturing and Talent Development programs.
- High School teachers of AIG and advanced learners participate in professional development geared toward high school instruction of AIG students and are encouraged to participate in the BCS AIG Certification course. Teachers of AP courses attend AP Summer Institutes and participate in the AP Mentoring program through the NC AP Partnership.
- AIG Lead Teachers participate in yearly August professional development as well as quarterly professional development sessions. These sessions focus on best practices, identification, and analyzing student data.

Some topics of professional development will include:

- Differentiation
- the BCS AIG Program
- Project/Problem-Based Learning
- Service Delivery Models
- Higher-Ordered Thinking
- Social-Emotional Learning
- Best Practices for AIG and Advanced Learners

*** Practice D**

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

BCS K-8 AIG students receive general education services from teachers who have earned AIG add-on licensure through college coursework and/or passing the Gifted Education Praxis or who have completed the BCS AIG local certification program. 9-12 AIG students' teachers are encouraged to enroll in the AIG add-on licensure course. The BCS AIG local certification program is a 7-module hybrid Canvas course that provides training on working with gifted and advanced learners. Additionally, BCS AIG/Advanced Studies encourages interested personnel to enroll in college coursework and take the Gifted Education Praxis (5358) to complete the requirements for add-on AIG licensure. BCS personnel who pass the Gifted Education Praxis may be reimbursed the cost of that online assessment.

AIG/Advanced Studies District Leads collaborate with school principals to ensure gifted learners are placed with appropriately trained personnel and share best practices for grouping to ensure that AIG students are receiving instruction from a teacher who either has earned add-on licensure or local certification.

In the elementary grades, AIG students in BCS may be served through a cluster-grouping model (4 to 8 gifted learners grouped together in a multi-ability class), a resource pull-out/push-in model, or a core class model. Teachers of these classes have earned AIG licensure or local certification.

In middle grades, AIG students in BCS may be served for core instruction through AIG-specific classes taught by teachers who have earned AIG licensure or local certification.

In high school, AIG and advanced students may be served in Honors or AP courses. Teachers of AP courses participate in initial and ongoing professional development through College Board and NC AP Partnership. Teachers of Honors courses participate in locally

developed professional development focused on critical thinking, SEL, and differentiation.

*** Practice E**

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

BCS AIG/Advanced Studies District Leads collaborate with school and district personnel to recruit and retain qualified teachers to work with AIG and advanced learners. When teachers are recruited who do not have AIG licensure, BCS AIG/Advanced Studies collaborates with school leadership to ensure they are enrolled in the next available BCS AIG Certification course, a virtual 7-week course that prepares teachers to work with AIG and advanced learners. To recruit additional BCS staff to complete the local AIG Certification course, BCS AIG/Advanced Studies shares information about the course and enrollment opportunities through a variety of avenues. Additionally, BCS provides support to those who are new to teaching AIG learners and retain those currently teaching AIG learners through continuing professional development opportunities and through BCS Instructional Coaches in elementary, middle, and high school settings.

BCS AIG/Advanced Studies utilizes AIG Lead Teachers as the conduit through which District Leads professional reading, professional development opportunities, and IHE opportunities. UNCW, our local IHE, offers both AIG Add-on Licensure and a graduate degree with a concentration in AIG.

To recruit and retain BCS teachers who wish to work with gifted learners and to pursue AIG licensure, BCS AIG/Advanced Studies offers additional support to teachers through locally developed materials and resources, opportunities for professional learning sessions, and reimbursement of the Praxis registration fee and preparation materials.

*** Practice F**

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

BCS AIG/Advanced Studies is committed to meeting the advanced learning needs of all students in the district. With a focus on the NCDPI AIG Call to Action, BCS will address the critical actions for equity and excellence through professional learning.

AIG Lead Teachers will participate in 5 professional development sessions during the school year that focus on equitable identification practices (using local norms, multiple pathways/opportunities to identification, and universal screeners), SEL for the AIG student, and Leading Equity and Excellence. AIG Lead Teachers will be expected to return to their school sites to lead this professional development effort in their own school.

As the BCS Talent Development programs grow, classroom teachers and facilitators of the Nurturing and Talent Development Programs will participate in professional development to focus on reframing the lens to focus on at-potential students, serving as talent scouts, and implementing talent development curriculum and instructional resources.

Teachers of AIG and advanced learners take the AIG Certification course with multiple modules that focus on equity and excellence (gifted characteristics, the range of services provided in BCS AIG, and Talent Development). Further, teachers have access to follow-up professional development opportunities in becoming talent scouts and instructional differentiation through their Instructional Coach, AIG Leads, and AIG/Advanced Studies District Leads.

*** Practice G**

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

BCS AIG/Advanced Studies aligns professional development opportunities with program goals, BCS initiatives, and best practices in gifted education. The BCS Strategic Plan sets a goal of talent development of teachers, and the NCDPI AIG Call to Action Guidebook suggests providing focused professional learning opportunities.

Together, these provide a foundation for the BCS AIG/Advanced Studies professional development planning.

During this AIG Plan cycle, BCS AIG/Advanced Studies will design and implement targeted professional development intended to increase teacher use of differentiation strategies with AIG and advanced learners. This professional development further aligns with the BCS Strategic Plan that calls for personalizing learning for all students and the Call to Action that suggests providing a range of services and developing talent. BCS differentiation professional learning will be delivered through the AIG Certification Course, AIG/Advanced Studies District Leads' work with Lead Teachers, Lead Teachers' work with AIG Teachers, and Instructional Coaches' work with all teachers.

As BCS AIG/Advanced Studies is committed to improving the AIG identification process in alignment with the BCS strategic goal to ensure equity of educational opportunity and the Call to Action practice of using equitable identification practices.

During this AIG Plan cycle, BCS AIG/Advanced Studies will design and implement professional development intended to teach AIG Leads how BCS AIG/Advanced Studies will use multiple pathways and talent development programs to make AIG identification more equitable and accessible for advanced learners. AIG Leads will disseminate this to teachers to ensure that all educators are considering the needs of at-potential students and how AIG could serve them.

*** Ideas for Strengthening the Standard**

- Professional development for secondary teachers
- Professional development for SEL and Equity & Excellence
- AIG Certification Course
- Links to BCS Strategic Plan and Call to Action

Planned Sources of Evidence

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

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

Standard 5: Partnerships

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

BCS AIG/Advanced Studies develops intentional two-way partnerships with parents/guardians to support the academic, intellectual, social, and emotional needs of AIG and advanced students. In addition to the Differentiated Education Plan annual review, in which families are invited to meet with their student's teachers and school support system to discuss appropriately differentiated services and settings, parents/guardians serve on the BCS AIG Task Force, a representative team that develops, implements, monitors, and revises the AIG Plan.

The AIG Annual Reviews serves as an effective 2-way partnership between the AIG Leads and Teachers and parents/guardians. During this conference, parents/guardians partner with school staff to discuss student strengths and goals, service options, and SEL concerns. This is a time that parents/guardians and school staff can communicate questions, suggestions, and concerns. Both groups of stakeholders collaborate to support the academic, intellectual, social, and emotional needs of AIG students.

The AIG Task Force serves as another two-way partnership between BCS AIG/Advanced Studies and parents/guardians. The Task Force is the forum through which many parent/guardian stakeholders share their suggestions, concerns, and questions with school and district AIG staff. The Task Force members engage in thoughtful dialogue about AIG programming and services, the needs of the AIG community, and the consistency of implementation of the AIG Plan.

*** Practice B**

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

BCS AIG/Advanced Studies partners with community stakeholders and maintains a database of community leaders, professionals, university professors, entrepreneurs, cultural artists, and parent volunteers to promote opportunities for mentors, internships, enrichment activities, and other opportunities for gifted students to enhance and support the local AIG program and services through three avenues: IHE, business and industry, and cultural arts.

IHE: BCS AIG/Advanced Studies networks with IHE (Institutions of Higher Education) including Brunswick Community College, the University of North Carolina Wilmington, and other state, regional, and national colleges/universities to identify programming and services that will provide enriched, extended, and accelerated learning opportunities for gifted and advanced learners. Additionally, BCS AIG shares resources from the IHE about workshops, conferences, classes, webinars, and other opportunities with AIG/Advanced Studies teachers, gifted students and their parents/guardians, and other stakeholders through email, the BCS AIG/Advanced Studies webpage, and the BCS AIG Secondary Students Canvas course, to support and enhance gifted programs and services.

BCS AIG/Advanced Studies partners with Brunswick Community College to support College and Career Promise (CCP) dual enrollment in high school and college courses as an opportunity for students in grades 9-12 to extend and accelerate their learning, with the potential for earning college credits. Additionally, BCS AIG/Advanced Studies partners with the NC AP Partnership to provide BCS teachers with options for scholarships, mentoring, professional development, and other opportunities to serve students in AP coursework at the high school level. BCS AIG/Advanced Studies collaborates with AIG Directors and Coordinators in the Southeast Region to develop and present workshops, professional development, and other events for teachers of gifted and advanced learners, led by IHE professors, experts on gifted education, and other experts from the business and industry sector.

Business & Industry: BCS AIG/Advanced Studies collaborates with Career and Technical Education (CTE) programs within the district as a vehicle for developing business and industry partnerships at the secondary level (6-12). The partnerships provide programs and opportunities for gifted learners include tutoring, internships, mentorships, job shadowing, guest speakers or presenters, and field trips. At the elementary level (K-5), AIG Lead Teachers work with school administrators and other teachers to locate volunteers from business and industry to facilitate enrichment, extension, and acceleration opportunities for students in the K-3 Nurturing and Talent Development Programs, students who demonstrate the potential for giftedness, and students in AIG classes.

BCS AIG/Advanced Studies invites business and industry representatives to serve as judges at various district academic programs and coaches/mentors for academic organizations and competitions such as NC Science Olympiad, BCS STEM, Council Teen Scene, ROCAME, and Robotics.

Cultural Arts: BCS AIG/Advanced Studies collaborates with local organizations and venues to highlight the cultural arts. Through the Odell Williamson Auditorium and the Brunswick Arts Council, BCS AIG/Advanced Studies provides enrichment and extension opportunities for gifted learners. Additionally, BCS AIG/Advanced Studies the Brunswick Arts Council members serve as judges and sponsors at various district academic/cultural arts programs, including the annual Williamson Oratorical Scholarship Competition for high school seniors.

*** Practice C**

Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

BCS AIG/Advanced Studies actively solicits participation from a diverse group of stakeholders, representing each of the schools in the district, for the BCS AIG Strategic Task Force. The Task Force is composed of teachers and other school personnel (administrators, counselors, student support, etc.), parents/guardians, community members, and AIG students reflecting the diversity of BCS schools and communities across all regions of the district. Members of the Task Force provide feedback on the current AIG Plan during the Plan revision process, support the implementation of the Plan once it has been approved, and monitor the Plan's implementation during the three-year Plan cycle.

During the Plan revision process, AIG Task Force members will meet monthly, with virtual options for those who are unable to attend in person, to provide feedback on current practices and make recommendations for changes to the Plan in order to better serve gifted and advanced learners in BCS schools. Once the Plan has been approved, the Task Force will meet twice a year to monitor the Plan's implementation. Additionally, Task Force members will act as advocates for BCS AIG students and will support the continuous improvement of programming and services for gifted and advanced learners in BCS.

BCS AIG Task Force meetings are video-recorded and meeting minutes document the process and the discussions that take place.

*** Practice D**

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

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

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

BCS AIG/Advanced Studies Leads, AIG Lead Teachers (K-8), AIG-designated Counselors (9-12), and AIG/Advanced Studies teachers, and other BCS personnel share information related to gifted policies, programming, and services and opportunities to enrich, extend, and accelerate learning experiences with gifted students and their families at various events and through various means.

BCS AIG/Advanced Studies maintains a department webpage with links to the district's AIG Plan, local AIG program services, frequently asked questions, and resources for gifted learners and their parents/guardians. BCS AIG/Advanced Studies also provides a template for AIG Lead Teachers to add to their schools' web pages to share AIG-related information and resource links and curates a Canvas course with information related to gifted programming and resources for gifted students in middle and high school (6-12) and the parents/guardians who have access. Additionally, BCS AIG/Advanced Studies collaborates with the BCS Public Information Officer and school-level personnel to communicate with stakeholders through emails, newsletters, infographics, a program "one-pager", and district and school level automated calls to inform parents of events and opportunities for gifted students and to share information about awards, honors, and other recognition received by gifted and advanced learners in the district. As an additional resource, BCS AIG/Advanced Studies is developing and maintaining a parent/guardian handbook that AIG Lead Teachers and high school AIG-designated Counselors can share at their sites.

BCS AIG/Advanced Studies works with the Migrant and ESL Coordinator to have all pertinent parent/guardian correspondence, relevant forms, and information related to AIG programming and services translated into Spanish, and other languages as needed, and to request interpreters be available for AIG/Advanced Studies meetings and for other district and school-level meetings where parents/guardians may be informed about AIG/Advanced Studies opportunities.

BCS AIG/Advanced Studies collaborates with high school Counselors to provide gifted students and their parents/guardians with information about scholarships, college visits and selection processes, financial aid workshops, and other college-related topics relevant to gifted and advanced learners. Additionally, they work together to encourage gifted students to participate in school-level, district, regional, state, and national competitions that may lead to awards and scholarship opportunities.

BCS AIG Lead Teachers (K-8) meet with students and their parents/guardians and provide information on AIG programming and services during open houses at the start of each school year. AIG Lead Teachers also share information related to AIG programming, services, and opportunities for gifted and advanced learners during annual DEP review conferences held with gifted students and their parents/guardians, and with presentations during meetings, curriculum nights, and parent nights at their school site. Further, AIG and AP Counselors are available for parent/guardian conferencing at high school registration events. BCS AIG/Advanced Studies will collaborate with middle and high school Counselors and teachers of advanced courses to develop family guides and experiences to dispel myths about advanced coursework and provide information about AP coursework to encourage students and families to make informed decisions to match available courses with student post-high school planning.

*** Ideas for Strengthening the Standard**

- Renewed parent collaboration efforts
- Canvas course to communicate with secondary students
- AIG Task Force
- Regular deployment/review of stakeholder surveys
- Aligned district/school websites
- Departmental collaboration

Planned Sources of Evidence

* AIG district/school websites
* Parent Information presentations
* Stakeholder Survey data
* AP/Honors/CCP enrollment/grades/completion
* Task Force membership & minutes
* Collaborative team meeting notes
* Differentiated Education Plan

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

Standard 6: Program Accountability

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

BCS AIG/Advanced Studies collects feedback from K-12 families, educators, and students and keeps observational notes during the three-year AIG Plan implementation cycle. During the third year of the AIG Plan, BCS AIG/Advanced Studies also completes the NCDPI Self-Assessment. Together, this data establishes the current reality of the program. In collaboration with the AIG Task Force and multiple departments (EC, ESL, and Curriculum and Instruction), the department develops a timeline and writes and revises the AIG Plan. BCS AIG/Advanced Studies submits drafts of plan standards to NCDPI AIG representatives for feedback and guidance. When the plan is complete and loaded in the NC CCIP program, the team writes an executive summary and submits the plan to BCS BOE for local approval. Once this approval is given, BCS AIG and Advanced Studies sends the plan to the SBE and NCDPI for review and comment.

*** Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

BCS AIG/Advanced Studies oversees and monitors the implementation and progress of the BCS AIG program and Plan to ensure fidelity to current legislation and state policies. Implementation of the AIG Plan and related policies and legislation is enabled through multiple collaborative structures of BCS stakeholders.

BCS AIG/Advanced Studies Leads

- Attend all NCDPI AIG trainings and professional development to ensure that BCS AIG Plan and programs meet state policies and legislation, and they disseminate this information to appropriate stakeholders.
- Review AIG identification and course membership, assignment, and enrollment for compliance with the BCS AIG Plan and related legislation and policy, such as Headcount and Advanced Math legislation. This data is disaggregated and shared with stakeholders annually.
- Develop implementation plans to outline processes for current and new initiatives as outlined in the BCS AIG Plan and include measurable objectives, persons responsible, and benchmark dates for evaluation. These plans are reviewed and updated quarterly to ensure fidelity.
- Design and implement intentional professional development opportunities that are aligned with the BCS AIG Plan, teacher needs, and district/state initiatives. Each professional development program includes a concluding survey for participants, and AIG and Advanced Studies District Leads review this data to continually improve district offerings.
- Collaborate with district leaders to ensure the most qualified teachers are working with AIG and advanced students, each student is receiving services detailed in their DEP, and each student is receiving appropriately differentiated curriculum and instruction.
- Systematically report program progress and fidelity of program components to the AIG staff, Instructional Teams, Central Services administrators, school administrators, and the AIG Task Force annually, or as needed. Additionally, this information is shared as appropriate via the BCS AIG website and each school's website or AIG Lead Teacher's website.

AIG Lead Teachers and Counselors

- Disseminate information from AIG and Advanced Studies District Leads to teachers, students, and families.
- Compile membership, assignment, and enrollment data for submission to AIG and Advanced Studies District Leads.
- Participate in collaborative development of implementation plans and adhere to procedures outlined in these plans.
- Participate in all assigned professional development, deliver professional development at their school, and communicate professional development opportunities to staff.
- Ensure each student in their school is assigned to the appropriate setting and receiving appropriate services.

School Administration

- Collaborate with school and district Leads to assign AIG students to advanced courses that meet the individualized needs of each student.
- Assign highly qualified teachers to teach AIG classes and work with AIG students.
- Nominate teachers for professional development opportunities, such as AP Summer Institute and AIG Certification.
- Monitor and support the work of AIG Lead Teachers and Counselors.

AIG and Advanced Studies Teachers

- Maintain and pursue all relevant certifications and participate in professional development associated with their role and the needs of AIG students.
- Develop and implement differentiated curriculum and instruction that meets AIG students’ academic and SEL needs.
- Participate in student DEP meetings and contribute to goal setting for each AIG student.

AIG Task Force

- Review relevant data and implementation plans to support and guide the implementation of the BCS AIG Plan.

*** Practice C**

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

The BCS AIG/Advanced Studies budget is developed to align with AIG program goals and stakeholder needs. Each year, the AIG and Advanced Studies District Leads work with the Assistant Superintendent to prepare and submit a budget to the Chief Finance Officer. BCS AIG/Advanced Studies Leads are responsible for arranging and documenting all purchases, and they also review the AIG budget monthly.

The majority of the AIG Budget supports salaries and benefits for AIG Leads or teachers of AIG students at middle and elementary schools. K-8 AIG Lead Teachers earn a yearly \$500 supplement. The remainder of the AIG Budget supports programming, staff development, and resources for AIG students and teachers of AIG students. BCS AIG/Advanced Studies Leads collaborate with other

departments to ensure that the AIG Budget and other available resources are maximized for AIG students. BCS AIG/Advanced Studies will advocate for and seek other funding sources such as grants to support services for gifted students and teachers of gifted students.

*** Practice D**

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

BCS AIG/Advanced Studies gathers and analyzes a variety of data, such as demographic, achievement, growth, NC School Report Card, CCP enrollment and completion, EVAAS teacher reports, Honors and AP enrollment and completion, and participation in special programs like internships, mentorships, and scholarships. BCS AIG/Advanced Studies also collaborates with Student Services to review data about AIG students who drop out of school in order to identify why AIG students may drop out with an eye for identifying students who may drop out and working to develop supports that encourage those students to graduate on time.

BCS AIG/Advanced Studies works within various collaborative structures and with several departments, such as ESL, Title 1, and Students Services, to identify trends and patterns within this data. This process allows Leads, Teachers, and other departments serving AIG students to make informed decisions about the appropriateness of programming, services, and instruction for AIG students. Further, the process of data analysis provides opportunities for multiple stakeholders to identify roadblocks to equity and excellence within the program and design steps to remove those roadblocks.

BCS AIG/Advanced Studies also works with AIG Lead Teachers and Counselors to collect and analyze data about AIG students who may need further support. Through the collection of absentee, class failure, and behavior data, the department can help school personnel intervene to support at-risk AIG students through the AIG Student Success Plan and the MTSS model.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

Referral & Identification:

BCS AIG/Advanced Studies employs a Universal Screener for all 3rd graders and regularly gathers and utilizes subgroup EOC, EOG, ACT, and grade data to consider the top 10% of students in the referral process. BCS AIG/Advanced Studies collaborates with specialists to ensure that appropriate accommodations are provided for testing to remove language barriers. BCS AIG/Advanced Studies implements multiple pathways to AIG Identification to include students who perform in the 7th (Above Average) Stanine for inclusion in the Talent Pool and 8th and above Statine for AIG Identification. The identification process also includes an on-demand Performance Task option for students to demonstrate achievement. BCS AIG/Advanced Studies will use trend data to remove roadblocks to equitable identification and to inform the identification process at schools with recognized disproportionality issues.

Services & Retention:

BCS AIG/Advanced Studies implements intentional services for a range of diverse student needs. Elementary and middle schools regularly review achievement data to tailor intervention or enrichment block time to meet student needs. At all levels, AIG Leads and ESL and/or EC specialists collaborate to develop personalized programming to ensure that exceptionalities and language differences do not reduce participation in gifted education. District Leads and the Advanced Academic Team collect GPA and testing data to remove additional barriers to participation in advanced coursework. This data is used to identify students to invite to enroll in Honors and Advanced Placement courses at each high school. High school students and their families are provided with family guides and experiences to dispel myths about advanced coursework and provide information about AP coursework to encourage students and families to make informed decisions to match available courses with student post-high school planning. Finally, BCS AIG/Advanced Studies collects and analyzes behavior, attendance, and class failure data to respond quickly to the needs of AIG students through the implementation of Student Success Plans and the MTSS model

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.65%	5.70%	---	9.15%	---	16.26%
Male	32.08%	<5%	7.66%	---	9.58%	---	15.63%
Total	21.11%	<5%	6.71%	---	9.36%	---	15.93%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

BCS Human Resources maintains records of teachers who have earned NC licensure in AIG, and BCS Professional Development maintains records of locally certified AIG teachers. BCS AIG/Advanced Studies communicates completion of the local certification program to the Professional Development department, the teacher's Principal, and the Assistant Superintendent. BCS AIG/Advanced Studies also collects EVAAS and AP data to ensure that appropriate teachers are working with BCS's highest-ability learners. BCS AIG/Advanced Studies collaborates with School Administrators to ensure that credentialed teachers are teaching AIG and advanced learners.

* **Practice G**

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

BCS AIG/Advanced Studies elicits regular feedback from parents/guardians, families, teachers, and other stakeholders through NCDPI-developed and locally-developed electronic surveys. The survey data is collected online through Google Forms, and the focus of the surveys is the implementation and effectiveness of the local AIG program. In order to ensure that middle and high school students have access to the surveys, BCS AIG/Advanced Studies will utilize a student-facing Canvas course shell that will alert students via email when surveys are available.

Survey feedback is collected annually in the Spring, and links to all of the surveys are available through the AIG/Advanced Studies website, school AIG websites, school weekly update emails, and school Leads' Canvas, Google Classrooms, and Class Dojo. Once the data collection window is complete, District Leads organize the data into spreadsheets and share the data with School AIG Leads, Administrators, Directors, and the Assistant Superintendent. This data is used to measure stakeholder perception of the implementation and effectiveness of the BCS AIG program, and it is considered when creating, monitoring, and revising implementation plans for initiatives within the AIG Plan.

* Practice H

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

BCS AIG/Advanced Studies facilitates a comprehensive evaluation of the local AIG program in order to revise the local AIG plan every three years. In addition to collecting ongoing stakeholder survey feedback and monitoring yearly progress toward AIG Plan goals, AIG and Advanced Studies District Leads utilize multiple sources of data in this process.

Data collected in the comprehensive evaluation process includes the following:

- Progress on implementation plans for all new and ongoing AIG and Advanced Studies initiatives
- AIG student demographics
- Student enrollment in advanced coursework in middle and high school
- Student enrollment in AIG services and programs
- Ongoing feedback from AIG Leads and Counselors collected through monthly and quarterly meetings
- Ongoing feedback from the high school Advanced Academics Committee
- Ongoing feedback from AIG Task Force members through review of current plans and practices
- Teacher completion of BCS AIG certification
- AP Summer Institute and AP Mentoring participation
- AIG student achievement on local, state, and national assessments
- AIG student growth as measured by EVAAS
- AIG services and program documentation to include DEP completion and Headcount
- Student participation in specialized advanced programs such as NCSSM and Governor's School

- AIG screening and testing

*** Practice I**

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

Twice yearly AIG/Advanced Studies Leads share data and progress toward AIG Plan initiatives with the AIG Task Force, the Superintendent's Cabinet, and, when appropriate, the BOE. Further, the AIG/Advanced Studies Leads will conduct regular monitoring meetings with the Assistant Superintendent and Elementary and Secondary Directors.

AIG/Advanced Studies Leads share updated data and progress with AIG School Leads and Counselors during Quarterly Meetings. AIG Lead Teachers will disseminate district and school data through meetings with school teams, administrators, and families. AIG Lead Teachers will submit Monthly Monitoring Reports to the AIG Lead in order to document and monitor meetings, DEPs, testing, programming, and differentiation at the school site.

Appropriate data and AIG Plan progress will be posted on the district and school websites.

*** Practice J**

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

BCS AIG/Advanced Studies Leads safeguard the rights of all AIG students and their parents/guardians through established policies, procedures, and practices. Due process laws and legislation are respected in all aspects of the AIG plan and programming.

An opt-out letter is sent to parents/guardians of 3rd-graders participating in the Universal Screener so that parents/guardians can decide whether their student participates in the screener. Additionally, parents/guardians sign Permission to Test forms before any additional AIG-related student testing occurs.

Teachers of AIG and advanced learners are encouraged to communicate in various ways with parents/guardians of AIG and advanced learners, and any written communication is considered confidential, and emailed communications are marked as FERPA in the subject line.

All AIG student folders and records are stored in a locked and secured area, such as a school records vault. District AIG/Advanced Studies Leads secure all Inactive AIG student folders and records in the BCS storage facility for up to five years.

District AIG/Advanced Studies Leads review all school AIG reporting, including NCDPI Headcounts, for accuracy.

AIG Leads and Teachers schedule initial conferences with parents/guardians to share AIG testing results and options for additional testing and/or data collection. Information shared and decisions made in Initial DEP conferences are recorded on the AIG Placement and DEP Conference Form and these forms are stored in secure student AIG folders. During this conference, a parent/guardian signs the DEP to indicate consent on identification and placement. An interpreter and translated documents are available to ensure parents/guardians know and understand student rights and progress in the AIG program. AIG Teachers, Counselors, and Leads invite parents/guardians to annual DEP conferences with appropriate notice, and they facilitate these meetings with confidentiality and attention to concerns and questions from students and parents/guardians. All decisions are recorded in the DEP forms and these forms are signed by meeting attendees. DEP forms are stored in secure student AIG folders. During these meetings, and at any time requested, parents/guardians are provided with an AIG Program One-Pager, to include services and programming currently available in BCS, and an AIG Identification Roadmap, an infographic that details the identification process for parents/guardians. These documents are also posted on the BCS AIG and Advanced Studies website.

If an AIG-identified student leaves BCS, their AIG folder is classified as inactive and sent to secure storage. If the student re-enrolls in BCS, the student's folder is sent to the student's school for review and the school AIG Team creates an updated DEP for the student. The Team conducts a DEP Review conference, and the parent/guardian signs the updated DEP form to indicate consent for placement. If a student who has been identified in another district enrolls in BCS, the school AIG Team reviews the student's data and creates a BCS DEP and a BCS AIG folder. The Team conducts a DEP Review conference, and the parent/guardian signs the DEP form to indicate consent for placement.

When an AIG candidate meets some but not all of the AIG identification criteria, the AIG Team can decide to extend the candidacy period. The candidacy period can also be extended by parent request. During this extended candidacy period, the AIG Team will monitor and review the student's Learner Profile, and may seek additional data to support identification decisions. If necessary, a student can be reassessed on the Iowa Assessments or CogAT. CogAT results, measuring aptitude, are valid throughout a student's academic career. Iowa Assessments results, measuring achievement, are valid for two academic years. Students shall only take the Iowa Assessments once during a calendar year, and shall only take the CogAT once during a calendar year.

In the case of an AIG or Advanced Studies issue or grievance regarding identification or the appropriateness of services offered to the AIG student.

1. Parent/guardian requests a conference with the AIG Teacher or Lead Teacher to state the issue or concern.

2. The conference is scheduled within 5 school days of request.
3. A written decision is recorded after the meeting.
4. If the issue or grievance is not resolved, the parent/guardian requests in writing a conference with the School Principal. During this conference, the Principal and parent/guardian will review the written documentation from the Teacher/Lead meeting.
5. If the issue or grievance is not resolved at the school level, the parent/guardian requests in writing a conference with the AIG or Advanced Studies District Lead.
6. If the issue or grievance is not resolved, the parent/guardian makes a written request to meet with the Assistant Superintendent. All previously written decisions are considered at this meeting, and the Assistant Superintendent will share a written response within 5 school days of the meeting.
7. If the issue or grievance is not resolved, the parent/guardian makes a written request to meet with the Superintendent. The Superintendent will share a written response within 5 school days of the meeting.
8. If the issue or grievance is not resolved, the parent/guardian makes a written request for a conference with the BCS BOE. The Board's written response is granted within 5 days following the next scheduled Board meeting.
9. If the issue or grievance is not resolved, the parent/guardian can petition the Administrative Law Judge for a contested case hearing to review all previous decisions to determine due process.



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* Ideas for Strengthening the Standard

- Aligned roles and responsibilities
- Interdisciplinary collaboration
- Consistent data analysis and sharing
- Focus on equity and access
- Consistent feedback
- Sharing data findings

Planned Sources of Evidence

* Demographics of referral, screening, services, and retention
* Stakeholder Surveys
* Updated Data Folders
* Plan Drafts
* Task Force meeting notes
* Headcount
* Advanced Math enrollment
* Professional Development Surveys
* AIG Certification enrollment
* AIG Reports to stakeholders
* Budget reviews

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 AIG Standard 6 Additional Resources

Local Board of Education Approval

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/07/2022 

Original Application Submission Date: 07/06/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Board Signatures for AIG Plan</u>

AIG Related Documents

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Board Signatures for AIG Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 BCS AIG Glossary .
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources  AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	 AIG Standard 2 Additional Resources
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 AIG Standard 6 Additional Resources

Resources

Glossary

Brunswick County Schools (100) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 BCS AIG Glossary.