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

Approved by local Board of Education on: 15-APR-19
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Submitted to NC Department of Public Instruction on: 20-JUN-19

Burke County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

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

Burke County Schools Vision for local AIG program: The program strives to be a model of exemplary education, inspiring gifted students to reach and exceed their academic and intellectual potential. Students will be prepared for the challenges of the 21 Century while contributing to their global community as productive citizens.

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

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<tr>
<th>State Funding</th>
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<th>Grant Funding</th>
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**Standard 1: Student Identification**

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

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

**District Response:** Outline for the Screening Pool and Referral Process in Grades K-2, 3-8 and 9-12:

The AIG Program Specialist, Gifted School Based Chairs, Teachers, Guidance Counselors and Principals review State Testing Data and County Wide Achievement/Aptitude Data for students in grades 2-8 to begin the screening process.

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

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

A Teacher Referral (including EC, ESL/ELL teachers, and guidance counselors):
Teachers may refer students based on the characteristics of the Bright Child/Gifted Child document (Szabos), PETS data collected in K-2 for Talent Development, students potential, and Gifted Rating Scales (GRS).

A Parent Referral:
Parents may refer their children for gifted testing in the fall or spring of the year. Information and discussions are held with parents on characteristics of the Bright Child/Gifted Child document (Szabos); Parents have the option to nominate their child and select Pathway I, II or III in grades 2-8. Testing for second grade occurs only in the spring of the year. Identification procedures are sent home and the teacher discusses the student's needs and pathway options with the parents.

The high school principal, assistant principal and/or guidance counselor may also review students records and test scores for Achievement levels at 93%+ on the NC End of Course Exams (EOC's) (Math I/English II) and Aptitude at 90%+ to be referred/placed into the gifted program.

The district will honor AIG identification from students transferring from out of county or out of state upon receipt of appropriate documentation for grades K-12.
Practice B
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response: District Response:

I. BCPS Definitions of Gifted Students:

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

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

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

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

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

II. BCPS Identification Criteria

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

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

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

Pathway II- Employs multiple criteria: Gifted Rating Scale (the GRS provides information about each student in the following areas: Intellect, Achievement, Creativity, Leadership, and Motivation), Motivation Scale, nationally normed aptitude test, nationally normed achievement test.

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

Pathway I:
Aptitude- 97%+ NPA (Total verbal for ELA or total nonverbal for math)
AND/OR
Academic Achievement - 97%+ (Total ELA or math on NC EOG or 3rd Grade Beginning of Grade Test - BOG)

Pathway II:
Multiple Criteria (3 out of 4)
1. Achievement-93%+ (NC EOG/BOG - Total Reading or Total Math)
2. Aptitude- 90%+ NPA (Total Verbal or Total Nonverbal)
3. Gifted Rating Scale (GRS)- Cumulative 90% + (ELA/Math)
4. Motivation- T-score 65+ (ELA/Math)

Pathway III:
Students classwork and assessment data will be collected throughout the school year beginning in September. The educational items will be placed in a portfolio for further review. Students will be required to present and discuss in depth a project associated with their work from the portfolio to a committee. Students must score a 3.3+ points out of 4 in content on a scoring rubric.

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

District Response: District Response:
I. Identification Procedures Intentionally Respond to District's Demographics:
The use of checklists are used to monitor and ensure consistency when encouraging and seeking referrals on potential gifted students from under-represented populations.

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

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

Further communication within the school community- The teachers and AIG Program Specialists partner with the ELL teachers, EC teachers, and school guidance counselors to discuss students' needs in cognitive, academic, and social-emotional areas. Discussions are held in Professional Learning Communities (PLC) and data team meetings, as well as teacher conferences.
III. Gifted Student Representation in sub-groups (based on Fall 2018 Power School data):

AIG Student Population- 1,970
Ethnic Background:
Asian: 39 F (12.19%) /53 M (12.83%) = 92 students = 12.55%
Black: 20 F (7.94%) /15 M (4.6%) = 35 students = 6.06 %
Hispanic: 80 F (8.81%) /93 M (9.44%) = 173 students = 9.14%
American Indian: 0 F (0%) /1 M (8.33) = 1 student = 5.56%
Pacific Islander: 1 F (11.11%)/ 0 M (0%) = 1 student = 5.56%
White: 837 F (21.53%) /744 M (17.96%) = 1581 students = 19.69%
Two or more: 45 F (14.66%) /42 M (13.13%) = 87 students = 13.88%
Gender: Females: 8.59%    Males: 7.97%
Total Number of students in the BCPS who are identified with Dual Exceptionality:
9 F/21 M = 30 students = 1.99% or 9.95%

Total Number of students in the BCPS: 11,880
Total Number of students AIG Identified: 1,970
Percentage of AIG students: 16.56%

The testing data is reviewed at the end of the centralized fall and spring testing sessions to ensure that all students are consistently and correctly placed into the AIG program.

IV. Screening and Referral:
Professional development sessions, offered in the spring and fall for teachers seeking local training, provide training on the nomination, screening, and testing procedures for Grades 2-12.
The BCPS Testing and Accountability Director provides a list of students names who are eligible for testing based on their NC EOG scores.
Primary Education Thinking Skills (PETS) training is offered to K-2 through workshops and targeted professional development at the school level. The program specialists co-teach and/or model lessons for the teachers.
Test data is also reviewed with administrators throughout the school year to ensure students proper placement within the program.

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

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

1. Ongoing sustained professional development- School Based Chairpersons (SBC) meetings are held three times a year to ensure teachers understand the screening, referral, and identification process. Questions are addressed and due dates/time lines are set. New School Based Chairpersons are supported by the AIG Program Specialists who guide and assist them with the process.
2. School Based Chairperson (SBC) Role- The SBC disseminates information to the faculty, collects information for the screening pool, and sends the paperwork to the AIG Department for review. The SBC maintains copies of GRS forms and screening pools. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.

3. Documentation- After initial review/training for implementation of procedures, the AIG Director visits schools to support the implementation process. The AIG Department establishes a district wide deadline for calls and nominations. Copies of initial and final Screening Pools are kept at each school and are reviewed by the AIG Department before testing begins. Any concerns or discrepancies are identified and addressed before testing. Conferences with the principal and School Based Committee to address issues and/or concerns with the implementation of the process are initiated and conducted by the Director of Gifted Education. Folders are created for each student who will be tested. All forms are stored in the student's folder for further review if needed.

4. Centralized testing is scheduled by the AIG Department in the fall and spring to ensure that testing is consistent across the county. The AIG specialists receive training on test administration before each testing session and are the testing administrators for the centralized testing. Students being tested are transported to the Advanced Learning Department located on the Western Piedmont Community College campus to complete the testing process. Students are identified who have modifications, accommodations, or a 504 plan so that proper protocol is followed during testing.

**Practice E**

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

**District Response:**

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

1. The School Based Chairperson (SBC) presents identification information at the opening faculty meeting and aids in clarifying the process to administration, teachers, and parents. Information is communicated electronically to stakeholders through the district's AIG website, the AIG Program Overview Brochure, the BCPS Parent and Family Magazine, and automated phone calls through School Reach. All stakeholders also receive information at annual DEP meetings, PTO meetings, student transition nights held in fifth and eighth grade, school board meetings, open houses and local community board meetings and gatherings. The AIG Department has developed a PowerPoint presentation to share with stakeholders.

2. The results of student/parent/teacher/administrator surveys are used to determine any misconceptions of the identification process and guide the department in providing further clarification to stakeholders when needed.

3. The district provides the identification process in written form in native languages served in Burke County and in an auditory format for those who speak but do not read in their native language. Currently, all documents have been translated into Spanish. Interpreters for Spanish, Hmong or Hearing Impaired parents are present at parent meetings when needed.
4. Training- The director provides training at the district level principals meeting. SBC provides refresher information during faculty meetings. PowerPoint developed by AIG department is shared with the principals and teachers.

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

**District Response:**

I. Communication of the AIG Identification Process:
The "AIG Program Overview" brochure and the "Handbook on Parents' Rights" is available online and in print to students, parents, teachers, administrators, and other stakeholders. These documents give an overview of the program, including identification and service options.

II. Students Folders
Student folder documentation includes:
- Log of contact (confidential)
- Any transfer, withdrawal, exit forms
- DEP's (most recent grade level on top)
- AIG 1 Form
- Identification Communication Materials
  - Parent Letter of Recommendation
  - Consideration Letter/Parent Nomination
  - Consent for Evaluation
  - GRS
  - Test Protocol/Report

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

III. Students Documentation in Power School:
As AIG folders are processed with in the Advanced Learning Department. Students who are placed in the gifted program are given the appropriate identification in PowerSchool. SBC's are given co-teacher access in Power School to see identification data for gifted students.

**Ideas for Strengthen the Standard:** Add quotes from AIG students about the impact of AIG services in our information

Discuss PETS program in kindergarten registration, open house meetings- provide a handout

We are pursuing providing documents translated into Hmong
Create a Screening Notebook for the SBC Chairs to document the screening process

Review what other research based documents and exams can be used for under represented population

**Sources of Evidence:** BCPS District and school websites

- Newsletters
- BCPS Gifted Education Program Overview Handout
- Articles for the BCPS Parent and Family Magazine
- School Reach and electronic calls home
- School Based Chairperson Meetings (SBC) three times a year- training sessions for school based chair on the paperwork process and implementation of differentiated services- power point used to explain process
- Phone Calls to the Gifted office about Pathway options
- Parent Conferences and letters to parents explaining the pathway options for screenings/testing
- Documents/auditory information in Spanish
- Presentations at faculty meetings
- Parent information nights, open houses, PTO events, transition nights
- DEP Meetings
- BCPS Summary of Student Eligibility and School Site Decision Form
- Pathway III Handout of instructions and rubric, portfolio of evidence based on students work

Data gathered

- Students folders created and maintained
- K-2 Forms for teachers to chart students success
- Under-represented Gifted Population Information
- Achievement and Aptitude Testing for the BCPS AIG Program
- Alternative Evaluation forms
- Alternative Test Information
- AIG Child Count Screening Pools: EOG Test, teacher, and parent referrals
- Parent Nomination forms in individual AIG files
- Alternative Evaluation forms in individual AIG files
- Agenda: School Based Committee Chair meeting November annually
- Reviews and discussions the characteristics of under-represented populations
- Materials disseminated for informing all educators at each school
- List of alternative tests and assessments that respond to traditionally under-represented populations

of the gifted Information includes the following:

- Accountability Sheet for each school:
  - Identifies current demographics
  - Identifies current demographics of current AIG population
  - Identifies the number nominated from each demographic category
  - Identifies the number from each demographic category
  - Identifies the Intellectually Gifted and areas of giftedness
- Alternative Evaluation Forms- approval for non-traditional assessments
- List of all BCPS approved Achievement and Aptitude Testing Instruments
- Individual AIG files with completed Alternative Evaluation the PETS program
- Screening Pools - School Based Committee minutes
- Agendas and presentations at meetings
- School and district websites
Alert Calls from principals about the process
School Newsletters Identification Process and forms
Bright Child/Gifted Child document
DEP Power Point presentation includes the following: Details and description of Learning Environment, Curriculum/Academic Interventions, and Special Programs available
DEP meeting documentation of attendees
Information on the Pre-K through 2nd Nurturing Program
Standard 2: Comprehensive Programming within a Total School Community

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

Practice A
Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: I. AIG Program Specialists

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

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

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

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

Examples include:
- PETS workshops
- Hands On Equation training
- MLA writing
- AIG 101
- Strategies for differentiation
- Junior Great Books
- Higher Order Thinking Questions

The Responsibilities of the AIG Specialists are to:
- Identify and address trends (positive and negative)
- Review and analyze GRS forms
- Identify appropriate curriculum and instruction for various content and for students
- Meet and plan with Instructional Coaches
- Plan and teach advanced enriching science STEAM Lessons for all gifted students in grades 3-8, three times a year.

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

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

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

Grades 3-5: Once students are tested and enter into the gifted program, the DEP is created and teachers help differentiate for the students. Students are cluster grouped to ensure rigor and high expectations are taking place in the reading and math classes. Technology is often used to enhance the students learning. One to one classrooms allow students to choose research topics of interest for advanced studies. Examples of various educational programs include: Google Classroom, Quizlet, GimKit, Gizmo, Canvas, Advanced Novel Studies, Word Roots, and Hands on Equations.

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

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

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

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

District Response: I. LEA Matches Programs with student's identification:

To ensure district consistency, BCPS purchases materials district wide. The High/Middle School Director and Elementary Director use teams of department chairs, instructional coaches and master teachers to review the resources and materials being used system wide to deliver the NCSCOS. The
programs are reviewed by the AIG program specialists for differentiation and challenging work for the AIG students. The resources and supplemental materials that are available through the various textbooks and online resources are then matched to the students specific needs and DEPs. Teachers rely on AIG program specialists to gather the resources when a student continually needs differentiation in the areas of reading and math.

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

II. Program Goals:

Teachers, parents and administrators have specific conversations in each of the schools about the student's academic and social needs. Some students need classes that are not typically provided in the district. The director or specialists meet with parents and discuss the options for the students. The AIG Department is willing to go beyond the normal schedule and meet student’s needs when they are ready for the challenge. For example: Discussions have included online classes in seventh and eighth grade, Math I in the seventh or eighth grade. The course of action depends on the individual student's intellectual abilities and social, emotional needs.

III. Match Available Resources with programs and students needs:

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

I. Connect AIG with other areas in the LEA

The AIG program specialists and department continue to team with the other departments in BCPS to ensure services are totally integrated. Discussions are held with EC, ELL, Elementary, Middle and High School Directors to ensure students are receiving a total quality program. Discussions are often held on the following topics in leadership team meetings: curriculum, resources, materials, testing modifications, tests to be administered in the system, differentiation, and staff development.

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

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

This practice is in a constant state of change and has required the department to update knowledge and training. The instructional practices and tools listed above are used district-wide and are part of...
the AIG program in an effort to be connected to the total program. Teachers and principals have expressed a need for local training on differentiation and concept mapping to support the curriculum practices for AIG students in the classroom. Some teachers have requested AIG Share Sessions to learn and gain additional ideas from other AIG teachers.

II. The needs of AIG Learners in District Policy:

The following BCPS Board Policies include the Gifted Learner:
3000- Education Program
4000- Students
5000- Community Relationships
6000- Support Services
7000- Personnel

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

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

District Response: I. Various Grouping Strategies (Duke Tip)
The Burke County Gifted Elementary Students are cluster grouped into homerooms, and into reading and math classes taught by a certified AIG Classroom teacher. Students are then placed in flexible ability groups based on the students' strengths and needs. Teachers also analyze EVAAS data, EOG's, and NC Check-IN's to adjust groups as students grow throughout the school year.

The BCPS Gifted Middle School students are placed in teams and placed in challenging reading and math classes according to their DEP needs and schedules.

High school AIG students are allowed to choose their academic pathway based on their interests, future goals and needs. For example choices are: Honors Classes, Advanced Placement Classes (AP), Burke Middle College, Career and College Promise, North Carolina School of Science and Math (NCSSM), on line coursework, band, chorus, fine arts, Junior Reserve Officer Training Corps (JROTC)

Definitions:
Cluster Grouping- AIG students are placed together in homeroom classrooms.

Flexible Ability Grouping- grouping is determined by pre-assessment data

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

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

The AIG Department provides professional development and training updates on the following:
- Data Analysis
- Research based instructional practices
- Grouping options for student growth
- EVAAS Data
- EOG's
- NC Check In's
- School Net in PS

**Practice D**

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

**District Response:** I. Provide Access to the local AIG program and other resources

The AIG Director attends administrators meetings and informs principals of any updates, answers questions, and accepts feedback about the program. SBCs present AIG information at faculty meetings or as necessary when new information is shared. The AIG specialists support the classroom teachers with trainings, and researched based information concerning the gifted student.

The AIG Department communicates by using various electronic means; e-mail, automated phone calls, BCPS AIG Website.

BCPS AIG Website includes:
- Handbook (communicates expectations and procedures for SBCs; updated throughout the year as needed)
- DEP Folders
- DEP PowerPoint
- AIG Overview (for parent and other stakeholders, available electronically and in print)
- AIG Checklist and Timeline (component of Handbook)
- Challenge Zone (newsletter for principals, central office personnel, leadership team)

**Practice E**

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

**District Response:** I. Ensure all teachers are aware of student identification and services

The AIG Director presents AIG information at administrator’s meetings and School-Based Chairpersons (SBC) meetings for Gifted Education. The SBCs present AIG information to the
principals and at faculty meetings or as necessary when new information is shared. AIG Program Specialists assist with sharing information with schools, i.e. PLC meetings, individual teacher meetings, parent meetings.

II. School Transitions

Teachers, guidance counselors and program specialists meet to discuss students specific DEP needs. The middle school teachers visit elementary schools and high school teachers visit middle schools. After the meetings, parent nights are scheduled at each of the middle and high schools.

Transition meetings are held for students and parents at the middle schools and high schools. Parents are invited to the high schools one evening to talk with guidance counselors, teachers, principals and AIG personnel about classes and pathways for students. Handouts and information are provided on the following:
- "How To Create a Class Schedule"
- "ACT/SAT Test-taking Tips"
- "What Do Colleges Look For"
- "School Activities and Community Activities"
- "Planning with the End in Mind-What to Do After High School Graduation" (from Duke Tip)

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

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

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

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

II. Meeting the social and emotional needs of students system wide:

Monthly system wide guidance counselor meetings are held. The social and emotional needs for the gifted learners are discussed for awareness and training purposes.
In the elementary schools, the Leader in Me programs are taught by the classroom teachers and school guidance counselors. In the middle schools, the Life Skills program is taught. The programs help AIG children to understand their emotions, reduce stress and anxiety, and make responsible decisions. In the high schools, students are highly encouraged to join clubs, focused academic groups, band, chorus, fine arts activities or volunteer their time at numerous community non-profit organizations.

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

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

District Response: I. Grade Level or Subject Acceleration Options

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

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

The AIG Department explores methods to accelerate such as:
- Content-Based Acceleration-to provide students with advanced content, skills, or understandings before the expected age or grade level
- Grade-Based Acceleration- to provide the opportunity for students to shorten the number of years a student spends in the K-12 system
This is done on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities. Examples- Whole Grade acceleration (Grade skipping), Early Entrance to school, grade telescoping

Based on the student's data and needs, a discussion is held by the director, principal, classroom teacher and parents to determine the best educational pathway for the student.

II. Acceleration Options:

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

At the high school level the following options may be utilized:
Credit Demonstrated by Mastery (CDM)-
The BCPS follows the NCDPI state guidelines for Credit Demonstrated by Mastery protocol and process. http://cdm.ncdpi.wikispaces.net/Home. The BCPS CDM forms are available on the AIG Website for students and parents to review the process. The FAQ's are available for parents. When a DEP is being reviewed for a student's needs, the CDM options are discussed and reviewed for possible high school credit.

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

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

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

District Response: I. Opportunities for ALL students

BCPS currently identifies and serves AIG students in grades 3-12, and provides a talent development program for all K-2 students.
A major goal of the talent development program is to help teachers identify traditionally under-represented populations in the district. Teachers collaborate and receive feedback from EC, ELL, Title I, universal screenings, MTSS Data. Data can be analyzed from various departments to provide supports for all potential gifted students.

Primary Education Thinking Skills (PETS) is used in all K-2 classrooms with all students to provide instruction in divergent, convergent, visual/spatial, and evaluative skills. This instruction helps all students develop higher order thinking skills and provides a diagnostic tool for teachers to use when identifying gifted learners.

The AIG Department provides intentional talent development programming:
- to nurture the potential and increase the young (K-3) AIG Population
- to nurture the potential and increase the underrepresented AIG Population
- to build knowledge and skills that may lead to future identification
- to provide guidance and support in students’ development (K-12)
- to encourage enrollment in rigorous classes
- to address students' academic and intellectual abilities
- to provide assistance with weaknesses to develop coping/problem solving skills
-to provide guidance and support for students’ social and emotional development K-12
-to help students find their path through intentional planning an advising in grades 6-12
-to assist students in grades 11 and 12 find internships through community and business partnerships

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

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

**District Response:** I. Opportunities for AIG students in Extra Curricular Activities

BCPS offers a variety of extra-curricular activities: Spelling Bee, MATH Counts, Science Fair, DAR Essay, Duke Tip, Battle of the Books, Speech and Essay Contests, Science Olympiad, NC International Science and Engineering Fair, Elementary and Middle School Math Counts, Robotics, 3D Printing, Model UN, Quiz Bowl, Band, Chorus, Chamber Singers, Wind and Jazz Ensemble, National Honor Society, athletics and over 25 clubs to choose from in the schools throughout the system.

STEAM Enrichment - All gifted students in grades 3-8 travel to Western Piedmont Community College three times a year to participate in various STEAM Units created from the Science NCSCOS and partnerships with the School of Science and Math. Past units include: Aerospace Engineering and Drones, Sustainable Agriculture, Apiary Studies, Oceanography, Lunar Landings, Nanotechnologies, Biomedical, and Neuroscience.

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

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

**Ideas for Strengthen the Standard:** Review our materials and processes for differentiated research packets/folders- to promote and increase student interest, self initiated and self directed learning. Consider creating a product and reflection log for students to document their learning experience.

Access to resources- list on the website resources that are available to teachers in the schools and the AIG office, have a resource table of materials for the teachers and counselors to review when they are at the STEAM Academy with students.

Create a detailed AIG Handbook/Notebook for the AIG Program Specialists and School Based
Chairpersons- monthly check list of due dates and items to be completed, copies of samples for AIG handouts, letters and forms used by the BCPS AIG Department.

Design two parent nights- one in the fall and one in the spring. Invite guest speakers (DUKE TIP, WPCC, College Board) and showcase AIG students interests explored during the school year.

**Sources of Evidence:** Data Analysis  
Curriculum evaluation  
Instructional evaluation of components  
Research documents to address needs listed on webpages (school and district)  
Array of services  
Materials purchased with state AIG funds (Code 034 budget)  
List of resources available and used by teachers and specialists  
List of technology components used  
Teacher expectations list of curriculum and strategies  
DEPs and IDEPs  
AIG student profiles  
Cross-grade level content  
Grouping practices  
Collaboration across grade levels- vertical planning  
Teacher expectations for curriculum and instruction  
Materials list  
Agenda for meetings (faculty, AIG teachers, support staff, and administrators)  
Information from stakeholders  
Websites: district and school  
DEPs- consistent service across district  
Agendas  
DEP meeting information for transition from K-2 to grades 3-5 to grades 6-8 and to grades 9-12  
Survey results, actions, data and analysis  
Sign-in sheets from meetings results  
Topics, agendas, and summaries as well as links for more info on district and school websites  
Documentation of implementation  
Implementation of information from "Guidelines for Developing an Academic Acceleration Policy", November 2009, created by the Institute for Research and Policy on Acceleration (IRPA), National Association for Gifted Children (NAGC), and Council of State Directors of Programs for the Gifted (CSDPG).  
Child count, screening, referrals, and identification trends  
Alternative assessments  
K-2 Nurturing plan- Plans and contact numbers for each school as well as a breakdown of ethnicity  
Intellectually gifted plan- Plans and contact numbers for each school as well as a breakdown of areas of identification as Intellectually/highly gifted  
DEPs- indicate activities available and offered at each school  
Student participation
Standard 3: Differentiated Curriculum and Instruction

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

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

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

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

Examples of opportunities provided by the district for acceleration:
- Self-paced Instruction (Elem./Middle/High)
- Subject (Elem.Middle)
- Curriculum compacting (Elem./Middle)
- Advanced Placement (High)
- Dual Enrollment Courses through Western Piedmont Community College (High)
- Burke Middle College (High)
- STEAM Academy, offering NCSSM IVC Courses/Project Lead the Way, Adobe Academy (High)
- Credit by Demonstrated Mastery (process governed by North Carolina Department of Public Instruction)

Examples of opportunities provided by the district for enrichment and extension:
- STEAM Academy Field Trips sponsored by Gifted Education Department (Elem./Middle)
- Independent Study Contracts (Elem./Middle)
- Interest Centers (Elem./Middle)
- Tiered Assignments (Elem./Middle)
- Problem Based Learning Opportunities- (Elem./Middle/High)
- Socratic Seminars (Elem./Middle/High)
- After School Academic Competitions/Clubs- (Elem./Middle/High)
- Future Einstein's Summer Camp- (Elem./Middle)

Although students are identified in Reading, Math, or both content areas, opportunities for
acceleration, enrichment, and extension are provided across multiple content areas. For example, science concepts are incorporated in the elementary and middle school STEAM field trips hosted by the Gifted Education Department. Students at all grade levels may be involved in cross curricular projects throughout the year. Additionally, the high schools provide Honors and AP level courses such as AP American and World History, Honors Biology, AP Biology, AP Psychology, AP Government and Politics, AP World Language Courses, Honors Visual Art, and AP Visual Art. Students may also take courses at Western Piedmont Community College in the College and Career Promise Program. (CCP).

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

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

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

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

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

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

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

Instructional strategies include curriculum compacting, flexible grouping, tiered assignments, independent learning contracts, self paced learning, learning centers/stations, project based learning, seminars, and simulations.
**Practice C**
Incorporates a variety of evidence-based resources that enhance student learning.

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

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

Enrichment/Extension Opportunities:
Available on NCDPI Website- Math STARS, SuperStar Math, Problem Solving Cards
Materials from Independent Investigation Method (IM) for students to complete research projects independently or in small groups
Teachers have access to print resources from school's AIG professional library or AIG Dept. lending library (Ex. DooRiddles, First Time Analogies, Logic Puzzles, Balance Math)
Summer Enrichment Camp sponsored by district
Each school has copy of PETS Book (K-2) and copies of Building Thinking Skills series

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

Acceleration Opportunities:
Computer/Software Programs (ex. Accelerated Math, Reading Eggs, iPad apps) Subject level acceleration, curriculum compacting
Advanced Novel Studies- Students have access to Canvas modules, with critical thinking questions and discussion threads, Hands-On Equations, Jacob's Ladder, Word Roots

Enrichment/Extension Opportunities:
Available on NCDPI - Math STARS, SuperStar Math, Problem Solving Cards
Materials from Independent Investigation Method (IM) for students to complete research projects independently or in small groups
Teachers have access to print resources from school's AIG professional library or AIG Dept. lending library
Each school has copy of Building Thinking Skills series
STEAM Field Trips

Middle School Teachers in grades 6-8: use data in the following areas to determine if/when differentiation is needed: district benchmarks, pre-assessments, formative assessments

Acceleration Opportunities:
Curriculum Compacting, Subject Acceleration, online apps and computer software, advanced novel
Practice D
Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership.

District Response: I. Integrate Opportunities to Develop Future Ready Skills

BCPS fosters the development of future ready learners content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

II. Implementation Strategies

The AIG Department provides materials at the school level to support and foster the development of 21st century content and skills. The specialists work with teachers to provide on-line activities for students. The specialists and teachers collaborate to provide real-world learning experiences for students such as virtual field trips and problem/project based learning activities.

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

Collaboration to develop intentional 21st century professional development for students and teachers is provided. Technology examples include Google Classroom, online course work, Power School
data, Canvas, Quizlet, Khan Academy.

Some of the unique opportunities offered to students in Burke County include:
- Academic competitions including Battle of the Books, Robotics, Speech Contest, Science Fair, Math Counts, 3D Printer Competition, Quiz Bowl, Science Olympiad, Model UN
- Partnership with NCSSM
- Partnership with Western Piedmont Community College
- Community service projects including Burke United Christian Ministries, Habitat for Humanity, Burke Arts Council, American Red Cross, Blue Ridge Health Care, Burke Hospice, Friends for Animals, United Way
- Numerous job shadowing options are available with local businesses including attorneys, doctors, nurses, musicians, artists, professors, engineers

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

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

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

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

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

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

Knowing that gifted students need the opportunity to interact with their peers, the AIG Director advocates for cluster and subject grouping in the elementary and middle school setting. Field trips to STEAM Academy also provide the opportunity for gifted students to engage in challenging activities with other gifted students from different schools. Future Einsteins, the summer enrichment camp, is another way for gifted students in elementary and middle school to come together and explore topics they are interested in.

The gifted specialists discuss social emotional needs of the gifted students in their classes. When concerns arise, the specialist counsels the teacher on ways to help students overcome their obstacles. The specialist also helps teachers plan instruction that will allow gifted students to grow in the affective domain (i.e., awareness and respect of other’s opinions, active participation, sensitivity towards individual and cultural differences, problem-solving skills, ethical behavior, self-reliance, cooperation). The specialist and teacher may seek assistance from the school guidance counselor when further help is needed. The AIG Department posts articles and research reflecting current trends and issues in meeting the social-emotional needs of gifted learners on the AIG Website. The department also provides a lending library of resources for administrators, teachers, other instructional staff, and parents.

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

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

Preparing the gifted student for high school is a collaborative effort. The high school and middle school counselors, and eighth grade team, along with the student and family, work together to come up with a four-year plan of coursework which will provide challenge and rigor and prepare the student for post-secondary education. High school counselors are familiar with the challenges and concerns of gifted students. They may meet with students to provide both emotional and academic counseling as students navigate high school and prepare for post-secondary education.
Practice G
Cultivates and develops the potential of young (K-3) students through purposeful and intentional differentiated curriculum and instruction.

District Response: The district provides comprehensive nurturing services for all students in K-2. A primary component of this program is P.E.T.S. (Primary Education Thinking Skills). The P.E.T.S. program provides lessons in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation. These lessons align with the higher levels of Bloom's Taxonomy. All K-2 students are involved with the lessons. The program serves to enrich the regular curriculum and as a diagnostic tool for teachers to identify talented learners, to explore the students potential, especially in the underrepresented populations. The AIG Department has purchased a book at each grade level (K-2) for each school. Professional development has been provided by the gifted specialists at the school level and at annual make-it take-it workshops. Additionally, specialists have modeled lessons for each K-2 teacher. Another series of books purchased by the AIG Department and distributed to grade levels at each school is "Building Thinking Skills". These books provide verbal and non-verbal reasoning activities to improve students' vocabulary, reading, writing, math, logic, and figural-spatial skills, as well as their visual and auditory processing.

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

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

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

District Response: I. BCPS Shared Responsibility

Constant Communication and Collaboration

The AIG Director communicates with the Superintendent, Associate Superintendent, High/Middle School Director and Elementary School Director, EC Director, and other staff concerning differentiated curriculum and instruction. Ideas are shared and discussed in the district leadership team meetings. Programs are discussed, vetted and reviewed to ensure quality programs are implemented to increase student growth. Administrators are trained and advocate for the AIG
students needs in their schools. School guidance counselors are well trained in the students' social and emotional needs. AIG Specialists are cross-trained to help provide schools with instructional strategies and support. Classroom teachers communicate with AIG students and parents. Parents are informed of their student's progress and needs. Technology is utilized in the communication process for staff at the central office level and school level. The director also has discussions with the principal and teachers at Hallyburton Academy (BCPS Alternative School) to ensure the district is meeting students' unique needs.

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

The district's goal is for stakeholders to have knowledge and understanding of the BCPS AIG plan. The following meetings are a form of communication to heighten the awareness of AIG students:
- District leadership team
- School based leadership teams,
- Professional Learning Communities,
- Department meetings/grade level meetings
- Faculty meetings
- Professional development training sessions
- District School Based Chairpersons meetings

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

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

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

Parent Meeting to Review Students Data/Documentation:
An annual DEP meeting is held at each school in the fall to review paperwork, discuss opportunities in the AIG program and any other current updates. If students are identified after the annual meeting during fall testing, the School Based Chairs will meet with parents individually to create the students DEP.

DEP meetings for rising 9th graders are held in March during the high school transition meetings at each high school. Intervention meetings are held between teachers, and parents at the school level when an AIG student is falling below the grade of a C in their identified area.

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

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

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

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

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

Differentiated Education Plans (DEP) for Individual Students:
With the exception of the high school DEP written at the end of the eighth grade year, new DEPs are written at the beginning of the school year or at the beginning of student placement, if the student places into the program later in the school year or transfers from another system. Gifted Education Specialists hold meetings at each elementary and middle school in the fall.

Annual Review of DEP by Teachers, Parents, Students:

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

**Ideas for Strengthen the Standard:** Continue to use the NCEES observation instrument and student data as a guide for differentiation discussions

Continue to provide opportunities for Program Specialists to model differentiated lessons for teachers

Continue to review student data from the following sources: EVAAS, EOG’s, EOC’s, AP Exams, ACT, SAT, BOG, local benchmarks, MClass

**Sources of Evidence:** New NCSCOC/CCSS activities created for advanced learners

Leadership units
DBQ units purchased
Modification of DBQ units
List of materials used for vocabulary, research paper, literary analysis, analogies, and advanced literature
Canvas Modules for Teachers- Question stems and Novel Ties for novels in ELA Teacher and stakeholders input and feedback Student performance on MClass, Local Assessments, EOGs and EOCs
Number of students qualifying for AIG services in grade 3
Administration feedback based on observations throughout the school year.
Teacher participation in local AIG training opportunities
Resource materials for facilitators and teacher use provided at the school level.
Sample units
On-line learning activities provided by the AIG Specialists.
Credit by Demonstrated Mastery
STEAM Academy Burke Middle College
Examples of resources used
Sample units,
BCPS created
Completion of on-line learning opportunities for staff and students
Visits to the STEAM Academy Student participation in camps and educational trips
Assessment Data Utilization of technology and local resources
Documentation of trainings and activities
Student participation in STEAM Academy trips.
Parent, teacher, and student feedback from activities.
Teacher participation in PD
Student enrollment in upper level courses
Successful completion of upper level courses
Data from EOGs and EOCs
Classroom pre and post assessments
Child count
Screening, referrals, and identification trends
Alternative assessments
K-3 Nurturing Plan
Intellectually gifted plan
Child count
Screening, referrals, and identification trends
Alternative assessments
K-3 Nurturing Plan
Student DEPs
Annual DEP meetings
Meeting log documentation (teacher meetings, pd, and classroom support)
Pre and post tests Teacher documentation Student test data and assessments
Standard 4: Personnel and Professional Development

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

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

District Response: I. Leadership expectations of AIG Coordinator in BCPS

BCPS requires that the AIG Director possess the following:
- Three plus years experience as an Administrator at various levels K-12
- Experience working with and supervising AIG teachers
- Experience supervising AIG program at the school level and at multi-levels
- Doctorate in Education (Ed.D) Education Specialist (Ed. S.) or Master's Degree in School Administration
- Gifted Licensed Educator Preferred
- Teaching experience that includes gifted students
- Experience working with parents of AIG students
- Experience and knowledge of K-12 curriculum
- Knowledge of the operations of schools, schedules, timelines, and growing needs regarding AIG program at the school level
- Knowledge and training in the areas of research based instructional strategies for gifted learners: Differentiation, Curriculum Compacting, Cluster Grouping, Independent Study, Concept Based Teaching, Data Analysis- pre and post assessments
- Communicates well with teachers, students and parents
- Collaborates with other district leaders to strengthen student learning
- Participates in regional and statewide meetings- conference calls, moodles, training sessions, webinars
- Trains teachers and administrators on sections of the BCPS plan and AIG research based best practice strategies

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

Practice B
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of gifted learners.
**District Response:** AIG Program Specialists Assignments

The department employs four specialists that are AIG State Certified:
Three of the specialists are assigned to elementary schools (five elementary schools each).
One of the specialists serves the five middle schools in the district.

Elementary Specialists responsibilities include:
- Collaborating with middle school specialist to develop curriculum units for and facilitate three field trips to STEAM Academy for gifted students in grades 3-8
- Contributing resources to district's AIG website
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students/sharing data with teachers and developing appropriate interventions when warranted
- Supporting the K-2 nurturing program, including providing teachers with online and print resources and helping to implement PETS program
- Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback on differentiation for gifted learners
- Facilitating annual DEP reviews with AIG families
- Attending professional development conferences and workshops and sharing new information/resources with teachers
- Modeling and co teaching lessons
- Aiding in the planning and presentation at SBC meetings
- Attending regular department meetings/sharing information with SBCs and teachers
- Testing prospective AIG students twice a year
- Assisting the school's data manager in ensuring the AIG roster in Power School is accurate
- Consulting and collaborating with other school personnel such as guidance counselors, ELL/EC teachers, instructional coaches, and instructional technology facilitators to further support teachers in delivering appropriate instruction to advanced learners and recognize and respond to the social/emotional needs of students
- Maintaining communication with administration of assigned schools

Middle School Specialists Responsibilities include:
- Collaborating with elementary school specialists to develop curriculum units for and facilitate three field trips to STEAM Academy for gifted students in Grades 3-8
- Contributing resources to district's AIG website
- Reviewing and analyzing on-going, benchmark, and summative data for all AIG students/sharing data with teachers and developing appropriate interventions when warranted
- Collaborating with staff members at the school to meet the cognitive, academic, social, and emotional needs of gifted students
- Working directly with classroom teachers to provide feedback on differentiation for gifted learners
- Facilitating annual DEP reviews with AIG families, and assisting in the transition meetings conducted at the high schools
- Attending professional development conferences and workshops and sharing new information/resources with teachers
- Modeling and co teaching lessons
- Aiding in the planning and presentation at SBC meetings
- Attending regular department meetings/sharing information with SBCs and teachers
- Testing prospective AIG students twice a year
- Assisting the school's data manager in ensuring the AIG roster in Power School is accurate
-Consulting and collaborating with other school personnel such as guidance counselors, ELL/EC teachers, instructional coaches, and instructional technology facilitators to further support teachers in delivering appropriate instruction to advanced learners and recognize and respond to the social/emotional needs of students
-Maintaining communication with administration of assigned schools

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

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

District Response: Classroom teachers who work with AIG students are expected to have at least 30 hours of training at the local level. The local training class is held once a year in the spring semester and led by a licensed gifted specialist. The class is a blended learning environment. Teachers attend two face to face session sessions, one at the beginning and one at the end of the class. In between, teachers complete online modules with discussion threads. Topics covered are:
- Historical Perspective
- Identifying Characteristics of Giftedness
- Special Considerations (ELL, Twice Exceptional, underrepresented)
- Instructional Strategies
- Technology Integration
- Classroom management in the differentiated classroom
- Creation of an original differentiated lesson plan using the NC AIG Wiki Lesson Plan Template
- Self-Reflection and Evaluation

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

The AIG Director provides professional development to administrators at Leadership Meetings, Principal Meetings held regularly, New Teacher Orientation, and Future Leaders Academies. Guidance counselors, who attend STEAM field trips, have access to resources on social-emotional needs of gifted students at a resource table in the STEAM classroom.

Practice D
Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
District Response: The AIG Department maintains a list of teachers who have obtained Gifted Certification from an approved university program or have met the district's local requirements for professional development. Administrators review the list of current teachers with local AIG training/state certification at each school. When possible, the principal places identified students in these teachers' classrooms. Teachers with identified students who have not met the local requirement are expected to attend one of the two professional development opportunities offered during the year.

Specific Examples:
- Teachers can attend a hybrid Canvas 30 hour course
- Gifted topics, strategies concerns are focused on and addressed in PLC Meetings and faculty meetings
- Principals include journal articles and video clips from the National Gifted in their weekly Smore Updates to the classroom teachers

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

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

Surveys given to AIG teachers elicit the teachers' opinions on what professional development would be beneficial. Teachers who are enrolled in the local training course are also asked to give their opinions on future professional development. This data drives future staff development. Another factor that impacts AIG staff development is the NCAGT conference teachers attend yearly and bring back new information about best practices in AIG curriculum. New strategies, resources, and best practices are shared with relevant teachers as they visit schools and are also shared with the SBCs at the last meeting in May. Websites and resources from the conference are posted to the AIG website.

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

District Response: The gifted education specialists meet regularly to reflect on visits at their schools and seek advice from each other and the AIG Director when concerns arise. After attending professional conferences, the AIG Director holds a debriefing meeting. The specialists share new
information and resources and decide the best methods for dissemination. Most often, new information is shared at school visits and posted on the AIG website for easy retrieval.

The AIG Department realizes collaboration between the specialists and AIG teachers is critical to ensuring high quality instruction is delivered to advanced learners. Therefore, specialists and teachers work collaboratively to support program improvement. Specialists visit schools regularly and are available during teachers' planning time, before and after school, and on workdays to plan appropriately differentiated instruction. Additionally, teachers may request help by phone contact or email on days the specialist is not assigned to the school. Exemplary teacher created lesson plans and units are posted on the AIG website to be shared with other teachers.

**Ideas for Strengthen the Standard:** Review faculty surveys on possible AIG in-service training topics.

Utilize AIG Program Specialists and Master teachers to lead the professional development sessions.

Continue future in-service training topics: AIG 101, Hands on Equations, MLA Writing Update, PETS, Advanced Novels and the Canvas Modules, Local AIG Training, AIG Differentiation Strategies, Booster Shots for Administrators.

Provide recognition at the local board meeting for completing the AIG add on licensure and meeting local AIG requirements.

Use technology to video tape PETS lessons for K-2 teachers

**Sources of Evidence:** Principal Feedback
Increased communication among all stakeholders
Completion of trainings for teachers of AIG students
Increased use of technology
Restructuring of the delivery of services to meet more students' needs through empowered AIG teachers, technology, and trainings
Documentation of collaboration with teachers and services/ support to students
Specialist lesson plans
Plans and service for K-2 Nurturing Program
Plans and service for Intellectually/Highly Gifted
Feedback from stakeholders(teachers, students, parents, and community)
Documentation of teachers' AIG Professional Development Log
Professional Development opportunities list
Feedback, data, and analysis
Documentation of needs
Schedule of professional development sessions and attendance
Documentation of collaboration with IHE
List of teachers obtaining training from colleges and universities as well as those already having training and licensure List of Gifted teachers
Principals prioritized list of teachers
Some administrators may request some special training at their schools
Documentation and analysis of teacher needs
Identification of teachers for training Identify teachers with specific strengths to work with teachers
who have related weaknesses
Documentation of participants in trainings
Data collection and analysis
Needs list
Instructors
Scheduled sessions and attendees
Documentation of meetings and agendas
Samples of resources produced: Technology applications and hard copy documents
Feedback from teachers attending trainings
Increased number of AIG trained teachers at all levels
Parent feedback
Principal feedback
Revised AIG Local Training Sessions based on teacher feedback
Standard 5: Partnerships

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

Practice A
Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

District Response: I. Partnerships

Parent and family involvement and support is strong. There is also strong support from the community. Collaboration has increased with various agencies.

The AIG Program Specialists have identified local and regional agencies that have partnered with the AIG Department though the years in BCPS. The following agencies have provided materials, supplies and professional expertise in numerous AIG and STEAM projects for the last several years. The partnerships include the following local businesses and agencies:

- Western Piedmont Community College (WPCC): 8-10 Classrooms are provided for the following programs: Burke Middle College (BMC), Online NCSSM classes from Durham, Elementary and Middle school STEAM classes, Project Lead the Way Classes (PTLW) and College and Career Promise Classes (CCP). The following departments at WPCC collaborate with our STEAM classrooms: Agriculture- plants, hydroponics; Wood working- wedges for simple machines, ramps for robotics; Drama - Stages and platforms; Technology- coding and video gaming; Engineering-aerospace.

- Carolinas Medical Health Care System- Grace Hospital: Volunteer programs, internships, guest speakers, expert advice and material donations.

Local High School students volunteering at STEAM

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

District Response: I. Sharing Information about Gifted Education

Currently information is shared with educators, students, and parents/families at DEP meetings, PTO meetings, Transition Nights, and SBC meetings. School newsletters, BCPS AIG webpage, brochures, handouts, and the AIG Parents Handbook are also available.
The School Reach automated system is used to reach AIG parents through emails, phone calls and text messages.

AIG Information is also shared at various meetings: the central office leadership team, administrators and faculty meetings and Board of Education meetings.

BCPS prints a School and Family magazine to showcase various programs in the school system. The AIG students are featured to help parents understand the programs offered by the AIG Department. The local newspaper, The News Herald, also prints positive stories to share the good news about students' accomplishments.

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

**District Response:** I. Leadership Groups

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

The system wide leadership team consists of the Superintendent, Assistant Superintendent and the curriculum directors. Questions and plans are vetted through the curriculum team meetings based on the BCPS system goals. The leadership team meets weekly.

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

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

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

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

**District Response:** I. Communication with all parents and community members.

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

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

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

**District Response:** I. Community Relationships

We currently have partnerships and working relationships with institutes of higher education. Partnerships with local businesses are also established.

The partnerships include the following local businesses and agencies:

Western Piedmont Community College (WPCC): 8-10 Classrooms are provided for the following programs: Burke Middle College (BMC), Online NCSSM classes from Durham, Elementary and Middle school STEAM classes, Project Lead the Way Classes (PTLW) and College and Career Promise Classes (CCP). The following departments at WPCC collaborate with our STEAM classrooms: Agriculture- plants, hydroponics; Wood working- wedges for simple machines, ramps for robotics; Drama - Stages and platforms; Technology- coding and video gaming; Engineering- aerospace.

We continue to identify local businesses/industries for partnerships.

II. Regional Partnerships Include:

-North Carolina State University STEM at our Door Step

-Exploring Joara Foundation- Local archaeological excavation of Fort San Juan- lesson plans are provided
-Western Piedmont Council of Governments (WPCOG) STEM West Meetings
- Burke County Honey Bee Association
- Ducks Unlimited
- Western Piedmont Community College Focus Group
- Hickory Arts Council
- Old Rock School in the town of Valdese, North Carolina

III. Statewide Partnerships
- 21st Century Grant
- Duke Tip
- The College Board
- North Carolina Governors School
- North Carolina School of Science and Math
- Burroughs Wellcome Student Science Enrichment Program
- North Carolina Association of Gifted and Talented
- National Association for Gifted Children

**Ideas for Strengthen the Standard:** Provide information to agencies about all related topics webpage, newsletters, and informational/discussions groups.

Continue to host parent meetings to support family involvement and enrichment activities.

**Sources of Evidence:** Identify agencies
Surveys Identify areas where information is needed
Guest speakers, current articles/publications, webpage, newsletters, and informational/discussions groups
Webpage: District and Schools
Brochures and other documents
Meeting Agendas
Surveys: Students, parents, educators, and community
Documentation of goals, tasks, and accomplishments for each committee
Translated documents into native languages (written and auditory formats)
PSA (Public Service Announcements)
Quarterly district and school newsletter
List of Partnerships, local businesses and industries
Surveys
Letters
Emails
Standard 6: Program Accountability
The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

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

District Response: I. Complete and Submit BCPS AIG Plan

The BCPS AIG Plan is written in accordance with the state legislation and NC SBE policy. (N.C.G.S & 115C-150.5-.8 (Article 9B). The AIG plan addresses all of the components of the new NC AIG standards that were revised and adopted by NC SBE in October 2015. The plan has been developed with input from a variety of stakeholders representing the diversity of the BCPS schools. Input was obtained via surveys, emails, small group discussions, and phone calls that began October 2018 in preparation for the Local Academically or Intellectually Gifted (AIG) Plan Report to NCDPI July 2019.

Time line for planning:

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

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

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

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

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

July- Submit to the AIG Department at NCDPI

II. Submit BCPS AIG plan to the Board of Education

The AIG Plan will be submitted for the BCPS Board of Education for review in April. Once the plan is approved it will be sent to DPI in July of 2019.
**Practice B**
Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

**District Response:**

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

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

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

II. Oversee the Program on an Ongoing Basis

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

III. Monitoring and Documentation

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

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

**Practice C**

Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
District Response: I. Awareness of State Budget

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

State fund allotments for the BCPS AIG program are as follows:
- Funds used for AIG purposes
- Monthly monitoring of budget with administrative assistant

II. Strategic Plan for AIG Funds

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

Main line items:
- Annual Budget (salaries/benefits/stipends)
- Professional Development (workshops, conferences, AIG licensure through NC IHE)
- Instructional Supplies (schools/STEAM classes)
- Technology

III. Monitor Expenditures

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

The following are grants the AIG Department pursues:
- Duke Energy Grant
- Burroughs Wellcome Grant
- Kate B Reynolds, Honda
- General Electric
- Rutherford Electric Bright Ideas
- Donors Choose
- Local Community Foundation
- Rotary
- Optimus
- Burke Women’s Junior League
- Rostan Foundation (Valdese)
- Kiwanis
- Farm Bureau
- Biogen

The AIG Department continually monitors the use of the AIG funds, keeps hard copies from the AS 400 system, and continues discussions and analysis of expenditures with the Chief Finance Officer.
**Practice D**
Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** I. Develop a System for Monitoring Student Achievement and Student Drop-out Data

The previous year’s data is collected and kept in an electronic Google Doc folder. The state released testing data can be shared with principals, other curriculum directors and the AIG program specialists. Testing Data also includes: EOG’s, EOC’s, Science Scores, North Carolina Final Exam (NCFEs), AP Exams, ACT, SAT, SchoolNet Benchmarks, MClass, Star Reading and Math.

The data is discussed in PLC meetings and reviewed throughout the school year. Several schools have data rooms where the information is reviewed and displayed for AIG student growth. The AIG Department continues to collect and analyze data throughout the school year.

The AIG Director talks with high school principals and the high school curriculum director about the reasons students dropped out during the school year. Overall, BCPS has a graduation rate of 90.8%.

II. Analyze Student Data
The AIG Department will:
- Review trends from previous years that can aid in driving curriculum adaptations
- Continue data collection and analysis based on data from Power School
- Gather test performance goals that are established using baseline data by grade level and tests from previous years
- Use prior year’s test results to establish new baseline data to determine new Test Performance goals
- Obtain new data from state mandated tests (NCSCOS and CCSS)
- Collect available information from Power School and other NC Public Schools data sources
- Analyze data for trends (positive and negative)-Investigate potential behaviors and issues that might lead to drop-out of AIG students
- Review interventions attempted/implemented prior to senior year
- Develop new AIG curriculum (NCSCOS and CCSS)
- Continue annual June collection of drop-out data from each high school
- Review the Cohort Graduation Rate (CGR) data for each high school

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

**District Response:** I. Follow Under-represented Populations

The monitoring of the representation and retention of under-represented populations occurs several times annually:
-Beginning of school year, mid year, end of year, and between each grading period
-Intervention strategies are employed and monitored each grading period for all students who make a C or below in all AIG ELA and Math classes.
-The Elementary AIG Specialists share the transition needs with each school's staff
-All K-2 students are involved in K-2 nurturing program

II. Analyze Data Trends
The AIG Department collects annual Spring BCPS AIG Accountability documentation in the following areas:
-Twice-exceptional
-ELL
-Gender
-Ethnicity/Race
-School's population
-AIG population
-Nominations, Identifications Intellectually Gifted document

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

-Collects and analyzes data for next steps in instruction
-Disseminates Information to all staff
-Discusses ELL nominations and EC nominations
-Aids in implementation of K-2 talent program and collect data of potential AIG identified students
-Collaborates with ELL Department and EC Department
-Collaborates with Elementary/Title I Director and Secondary Director

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

District Response: I. List of Teachers With AIG Credentials

BCPS seeks to employ teachers who are highly qualified, well trained, and possess:
- Master's Degrees
- National Board Certification
-Advanced Placement Training
-Experience in teaching AIG cluster groups or Honors level classes
The Department continues to work closely with the Human Resource Office to maintain AIG licenses and other PD requirements

A list of all BCPS employees with AIG licensure and/or locally approved professional development is maintained in the AIG Departments and shared with the Human Resource Department. Lists are broken down by school/location. Teachers working on licensure are listed with the projected date of completion. This list is updated annually as teachers complete licensure and is made available to the gifted specialists and principals.
**Practice G**
Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the implementation and effectiveness of the local AIG program.

**District Response:** I. Intentionally Gather Feedback

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

Surveys are given to the following stakeholder groups during the school year:
- students
- parents
- teachers
- administrators

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

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

The AIG Department gathers input from:
- Presentations and conversations at the monthly principals meetings
- The School Based Chairperson meeting three times a year at the district level
- Program Specialists meetings every two weeks
- On-line surveys sent via e-mail to students, principals, teachers, parents

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

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

**District Response:** The AIG Plan is reviewed at the middle and end of each school year. Survey data, assessment data, information from Power School and EVAAS, and other sources of information may reveal trends. The department analyzes the data and identifies ways to address concerns that may arise from the trends, and makes revisions as necessary. Changes in curriculum from NCDPI or the district may also require revision of the plan. When potential revision is needed, it may also be based on survey data from students, parents/families, and educators.

The plan is also reviewed for clarity. For example, have the practices in each standard been answered thoroughly and clearly in the district response? The actual language of the plan is
discussed in detail in various focus groups to ensure the district's vision and goals are clear for the AIG Program.

Data is reviewed from numerous areas:
- Assessment data
- Surveys results from students, parents, teachers and administrators
- Focus group conversations
- Transition Nights with students and parents
- Data from Power School

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

**District Response:** The AIG Department communicates and shares results of evaluation data with the following stakeholders:
- District wide leadership meetings
- AIG Program Specialists
- School Based Chairperson
- Faculty Meetings
- PLC’s
- Teachers
- Principal Meetings
- Family groups
- Community Groups

The AIG Department makes evaluation data readily available in the following formats:
- AIG Website
- PowerPoints
- Brochures
- Newsletters

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

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

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

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

The BCPS AIG Due Process Procedures are as follows:

STEP I – School-Based Committee (SBC) Conference

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

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

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

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

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

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

STEP II – Principal Conference

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

Parent may make a written request within 30 days for a conference with the principal.

Principal reviews the recommendation with the SBC-GE chairperson.

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

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

STEP III - Appeal to AIG Director

A. Parent/guardian may appeal principal's decision in writing to the AIG Director within 5 days of receiving the response.
B. AIG Director review(s) the grievance within 5 days of receipt of appeal.

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

IF THE GRIEVANCE IS NOT RESOLVED AT
STEP III, THEN PROCEED TO STEP IV – APPEAL
TO ASSISTANT SUPERINTENDENT

STEP IV – Appeal to Assistant Superintendent

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

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

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

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

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

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

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

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

STEP VI – State Level Grievance Procedure

Parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
(i.) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student,
(ii.) whether the local plan has been implemented appropriately in regard to the child.

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

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

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

The Parents Handbook of Rights is available on the district’s AIG Website, and parents are also given a hard copy.

Ideas for Strengthen the Standard: Continue to collect AIG data/lists on a regular basis, both formal and informal to identify areas of program improvement. Examples Include: Attendance, Grades, ACT Scores, AP Scores, At Risk Students, Dropouts, PETS Program, Hands on Equations Programs.

Create a systematic way of reporting progress-utilize check lists - to be turned in to the SBC Chairs and AIG Department to ensure programs are being implemented and continued the following year across the system.

Advocate for other funding sources - local monies, grant funds, and business partnerships.

The BCPS AIG Advisory Board is in transition and will continue in the near future. A new advisory group will be identified for 2019-2022.

Sources of Evidence: BCPS AIG Plan (Hard copy and availability on BCPS website including a link on school websites)
Reports of checks and audits (visits, timelines, implementation of strategies/interventions)
Pattern/Trend reports (Population: nominations K-8)
Numbers and Issues related to the Intellectually Gifted learner
Pattern/Trend reports (surveys/interviews)
Documentation: AIG Elementary Specialists’ plans and notes.
Annual Budget
Use of PRC034 for materials, personnel, and professional development
B-1 and other purchase orders kept and reviewed annually

Emails: requests for transfer of funds within the PRC 034 budget
Previous years' EOG data
Documents shared with principals
Drop-out data
List of interventions
BCPS Accountability Document
Population analysis: numbers and percentages in various categories
Interventions used and effectiveness
Screening pools and identification data
Five -year analysis of each school's population change in relation to AIG population (identified/nominated
List of employees licensed and locally approved professional development
Records for those obtaining licensure at IHE since 2008 (Purchase orders with courses and IHE listed)
USE of PRC 034 for licensure
Documentation of professional development offered and attendees (hardcopies and local activities/SEA System)
Meeting Agendas
Documentation of recommendations and actions as a result of recommendations
Surveys - Information obtained from the surveys
AIG plan reviews
Data from state testing (Power School and other NC sources of information
Specific revision data and rationale for change
BCPS AIG Annual Report
Website: district and schools
News articles
Copy of Handbook of Rights
Website (district and schools)
Documentation of complaints and resolutions
**Glossary (optional):**

A
Academically Gifted (AG)
Academically and Intellectually Gifted (AI)
Academically Gifted in Math (AM)
Academically Gifted in Reading (AR)
American College Testing (ACT, Inc.)
Advance Placement Classes (AP)

B
Burke County Public Schools (BCPS)
Beginning of Course Test (BOG)

C
College Board
Common Core (CE)

D
Differentiated Educational Plan (DEP)

E
Education Value Added Assessment System (EVAAS)
End of Course Exams (EOC's)
End of Grade Test (EOG)
English Language Arts (ELA)
English Language Learners (ELL)
Exceptional Children (EC)

F

G
Gifted Rating Scale (GRS)

H
Hallyburton Academy (HA)

I
Intellectually Gifted (IG)

J

K

L

M
Modern Language Association Writing (MLA)
North Carolina Department of Public Instruction (NCDPI)
North Carolina Educator Evaluation Standards (NCEES)
North Carolina School of Science and Math (NCSSM)
North Carolina Standard Course of Study (NCSCOS)

Primary Education Thinking Skills (PETS)
Professional Learning Communities (PLC's)
Project Lead the Way (PTLW)
Power School (PS)

Scholastic Aptitude Test (SAT)
School Based Chairperson (SBC)
Science, Technology, Engineering, Agriculture, Math (STEAM)

Western Piedmont Community College (WPCC)

Appendix (optional):