

Brunswick County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Brunswick County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). 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 to 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Brunswick County Schools local AIG plan is as follows:

Brunswick County Schools Vision for local AIG program: The AIG Program Vision for Brunswick County Schools (BCS) is to implement differentiated performance-based academic programs (AIG, Advanced Placement, and High-School Honors) that envelop all strands of the North Carolina Standard Course of Study/Common Core for English/language arts/communication skills/reading, and math in grades 4-12. Within these programs are research-based strategies based on critical and creative thinking and problem-solving incorporating multiple intelligences and various learning styles to foster advanced and rigorous learning relevant to a global society. Ultimately, the BCS AIG vision will be to expand present advanced studies' courses to include other potential areas, curricula, or challenging programs in order to be more inclusive of the talents and needs of diverse student populations K-12. Examples include the elementary nurturing program for K-3, that will be incorporated in stages, and the Intellectually Gifted (IG) identification process, which meshes both traditional as well as possible non-traditional criteria for identification. Through appropriate resources and professional development in the recognition and understanding of giftedness, teachers will become more empowered to motivate and challenge gifted learners as they become career and college-ready for the 21st Century.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$625081.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The results of Zarca stakeholder surveys from 2012-2013 revealed that 90.48% of administrators and 93.06% of AIG parents always/often considered the present AIG student identification system, including screening, referral, and the actual identification processes, to be fair and well communicated. Further, 100% of AIG teachers reflected on their self-assessment that they understood and complied with the procedures for AIG identification in BCS and shared those with parents, teachers, and others when needed. As a result of these findings, this practice is considered one whose assessment is deemed completely evident as Brunswick County Schools continues to maintain coherent and comprehensive procedures in identifying students and disseminating those procedures through various types of media coverage.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS AIG program will maintain this practice in the following ways:

- Prepare and distribute informational brochures district-wide (See Appendix for both English and Spanish versions of the brochure)
- Offer the presentation of professional development opportunities for school faculties at the beginning of each school year and at other times when requested or needed in the identification and screening process, including the criteria needed for the AIG candidates to satisfy their eligibility identification process through performance-based measures in the AIG class(es) and portfolio completion as well as other Talent Pool students (typically 1-3 per AIG class) based on approved principal recommendations using specific criteria provided in guidelines (NOTE: Talent Pool students are not current AIG students but may become such if they qualify at a later date based on multiple criteria)(See Appendix for Placement Criteria, Portfolio Guidelines, and Principal's Waiver Recommendation Form)
- Maintain the AIG webpage on the Brunswick County Schools' website
- Maintain communication among AIG staff, the Guidance Departments, and the Data Managers regarding student transfers and placement into AIG, AP, and High-School Honors' classes
- Increase communication about the AIG program through electronic media
- Share information about the AIG identification process at various parent meetings, which might include PTA/PTO meetings, Open House sessions, PAC (Parent Advisory Council) meetings, and other venues when appropriate
- Secure and store artifacts, AIG folders, approved testing materials, and student testing results on Summary Score Sheets at the school sites and/or at Central Office for accountability purposes (See Appendix for examples of both the ITBS and CogAT Summary Score Sheets)

Planned Sources of Evidence: Planned sources of evidence include these:

- Brochures
- BCS AIG webpage on the BCS website
- Transfer forms
- Contact sheets
- Agendas or minutes of meetings about the identification/screening process
- Professional development or meeting rosters about the identification/screening process
- Student information inputs into NCWISE or its equivalent, such as Power School
- Approved LEA AIG Plan
- AIG Testing Summary Score Sheet Documentation from approved aptitude and achievement tests
- Student Report Card Scores
- Use of surveys and interviews with appropriate stakeholders
- Creation of a system-wide Power Point presentation that shows the identification process and advanced studies' programs available
- The College of William & Mary Classroom Observation Scale, Revised or other approved checklists (See Appendix for copy of this checklist scale as well as the TOPS Checklist)
- Teacher Recommendation Form (a possible screener tool) and the Principal Recommendation Form (See Appendix for copy of the Teacher Recommendation Form)

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Although the current BCS AIG Plan does utilize multiple criteria for AIG student identification that reveal student aptitude, student achievement, or potential to achieve in English/language arts/communication skills/reading and/or math in order to develop a comprehensive profile for each student, the focus is primarily on students who are AG (Academically Gifted) rather than on IG(Intellectually Gifted). Therefore, IG will be an area of focus that will be developing as a viable and legitimate identification category requiring dedicated research, comparative discussions with other LEA's, as well as appropriate ways with aligned funding sources when available to serve such IG-identified students. However, students showing potential in areas other than English/language arts/communication skills/reading and/or math will continue to be made aware of enrichment opportunities through various media, counselors, resource teachers, mentors, and curriculum specialists. As a result of this need to focus on identifying both AG and IG more effectively, much time will be spent on developing both traditional and non-traditional measures based on accepted research practices.

Goals: Goals include the following:

- To identify and appropriately serve students identified in English/language arts/communication skills/reading and/or math based on individualized needs using the North Carolina Standard Course of Study (NCSCOS)/Common Core through integrated enrichment and advanced curricula
- To continue to research the IG (Intellectually Gifted) category for identification purposes; however, the 97% will be potentially viewed as the cutoff for aptitude/non-verbal percentiles from student testing as one traditional component of viewing IG with those scoring at or above that percentile in combination with teacher recommendation with satisfactory scores on the teacher checklist and at least a 93 overall average in the interest area/course subject taking into consideration potential interest/talent/skill-based approved rubrics as initial criteria for AIG eligibility for providing opportunities with independent study/mentorship/internship/or another appropriate avenues when available and appropriate to develop and enrich special interests, skills, and/or talents
- To initiate comparative discussions with other LEA's for gathering more informed options
- To attend targeted professional development opportunities to develop a more comprehensive understanding of recognizing and serving students with gifted potential whenever available (See Appendix for Giftedness Identifier Tips)
- To offer students identified as AG or IG desiring the opportunity to seek advanced studies and creative pathways, collaborative opportunities with, but not limited to, the classroom teachers, resource teachers, guidance counselors, AIG specialists, professionals, coaches, mentors, work studies' sponsors, or intern sponsors whenever possible
- To collaborate with the Fine Arts and possibly the Athletic Departments about gifted characteristics that could possibly identify students who might be traditionally overlooked as potential candidates and encourage their specific teachers/coaches to complete the Teacher Recommendation Form for those students (See Appendix for TOPS Observation Checklist, Academic/Behavioral Observation Checklist, Ten Things Teachers Need to Know about Gifted Students, Checklist for Identifying Gifted Underachievers, 12 Traits of Giftedness, Teacher Recommendation Form, and Critical Content of Gifted Education for K-12 Students)
- To ensure that annual DEP (Differentiated Education Plan) conferences are held with all AIG students and parents with specific, measurable comments referring to the students' comprehensive profiles noting achievements, strengths, and/or possible areas for improvement (See Appendix for Placement and DEP form)
- To verify that rising 9th-12th grade AIG students are encouraged to enroll in Pre-AP, Advanced Placement (AP), and/or Honors' classes that not only challenge but also allow for creative and/or athletic interests according to their comprehensive profile

Description: BCS will focus on this practice in the following ways:

- Use EOG/EOC scores at 92% or at a level based on the state's standardization criteria to be used as screening criteria only
- Adhere to an equitable, consistent plan for admitting AIG candidates into the AIG-designated class with clear expectations for accomplishment so that they might fully meet all required criteria for official identification including a gifted class average of 85+ as well as a portfolio grade in the area(s) of consideration of 85+ as well as a plan with specific criteria listed for the site principal to select a limited number of Talent Pool students (typically 1-3) (NOTE: When a student at one school is selected as a Talent Pool student and then transfers to another school within Brunswick County Schools, he/she may remain in that AIG class providing he/she continues to meet set guidelines and there is class space available at the new school)(See Appendix for Placement Criteria and Principal

Waiver Recommendation Form)

- Use of equivalent data types, such as possibly MClass or writing based on approved rubrics
- Use of surveys and interviews with appropriate stakeholders
- Administer and review assessment data meeting 90% or higher on CogAT and/or ITBS or other appropriate standardized tests for consideration in English/language arts/communication skills/reading and/or math or 97% in the aptitude non-verbal section of such testing
- Review IQ scores when available noting that an IQ of 130 would constitute a child's eligibility into AIG
- Interview students when appropriate
- Observe students and collect data, including work samples from current and previous grades when possible
- Administer motivational surveys from parents and teachers
- Administer interest inventories
- Collect teacher input in multiple settings and curricular or extra-curricular venues from student checklists/rubric ratings or teacher recommendation forms
- Verify student performance of yearly overall cumulative A average (93) in the regular subject area or a yearly overall cumulative A/B average (85 cutoff score) in the AIG subject area using the report card
- Formulate a network of resources to aid in the development of high potential students in their area of interest using independent studies, professionals, mentorships, work studies, community activities, online coursework and educational opportunities, summer enrichment programs and camps, internships, virtual high-school course offerings, concurrent or dual enrollment course offerings, and/or other resources
- Document IG research and discussions with other LEA's
- Attend professional development opportunities addressing IG identification processes and service options
- Hold DEP conferences with all AIG students and their parents to review the student's comprehensive profile focusing on specific, measurable points (See Appendix for Placement and DEP Form)
- Encourage Honors', Pre-AP, and/or AP course placement whenever possible of AIG students in their four-year high-school plan

Planned Sources of Evidence: Planned sources of evidence include these:

- Test results
- Report card
- Portfolio samples
- SITE/AIG team minutes
- AIG student placement folders
- Network contacts
- Independent student study plans
- Community activity logs of students
- Online reports
- Enrichment registrations and/or agenda reports
- Work studies' journals and/or portfolios of students

- Internship logs, evaluations, and/or journals of students
- Student interest inventories
- Documentation of IG research and comparison LEA discussions or professional development
- AIG student rosters showing AIG-identified, AIG candidates, and Talent Pool students who are typically 1-3 students recommended and approved by the site principal to enter the AIG class based on specific reasons indicated on the Principal Recommendation Waiver Form with the understanding that the child must maintain set expectations of the AIG program to remain therein (See Appendix for Principal Recommendation Waiver Form)
- Teacher checklist/rubric results on student performance
- Documentation of virtual high school or dual enrollment studies
- High-school course transcript

Other Comments: Note: Copies of Testing materials for the CogAT Test (Aptitude), ITBS Test (Achievement), Naglieri Nonverbal Ability Test, and the Wechsler Individual Achievement Test (WIAT) are stored securely in the AIG-designated storage area on the Curriculum Hall of the Board of Education Building.

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: One finding of the school administrator online Zarca Survey given in the fall of 2012-2013 was that administrators always/often felt that only 52.38% of their teachers had access to professional development in addressing the needs of diverse populations. The BCS AIG Plan will address this concern as a focused practice as it relates particularly to the screening and referral procedures of traditionally under-represented populations of the gifted and responds to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners (ELL), highly gifted, and twice-exceptional. The 1,130 AIG students identified in the official AIG Headcount in April 2012 in grades 4-12 in BCS constitute an approximate 9% of the system's total student membership in that group range with approximately 81% being White while about 19% were Non-White with the highest percentages of those ethnicities being 11% African-American or Black, 4% being Hispanic, and 3% being Multi-Racial--percentages that are fairly consistent with those populations' representations in the total school population in that grade range. From the most recent April 2013 official headcount, 1,143 students or an increase of 13 students district-wide in grades 4-12 were identified as AIG. The percentages of that group represented percentages much like that of the 2012 officially identified group. Consequently, by recognizing the student subgroup configuration, the AIG staff will actively look for opportunities to extend gifted opportunities for identification in other areas.

Goals: Goals include the following:

- To provide opportunities for students who are culturally/ethnically diverse, economically disadvantaged, ELL, highly gifted, and twice-exceptional (See Appendix for Checklist to Identify Gifted Underachievers and Alternative Evaluation Form)
- To provide professional development funds whenever available that will allow AIG specialists/teachers as well as possibly Honors' and/or AP teachers to attend courses, conferences, seminars, refresher workshops, institutes, and symposiums focusing on current best practices and theories for gifted learners as well as more effective ways to screen, refer, and identify practices to address under-represented populations of the gifted
- To research programs implementing intellectually advanced programs, methods, current trends, and related programs that focus on non-traditional under-represented populations
- To provide professional development opportunities whenever available using trained AIG specialists/teachers to share information with the general education teachers on current best practices and theories of gifted learners as well as more effective ways to screen, refer, and identify under-represented populations of the gifted at the school site and/or county level
- To establish criteria/ideas which can be used with identified and non-identified gifted learners in class environments other than the AIG, Pre-AP, AP, or Honors' classrooms in order to extend and enrich learning for all groups
- To select the most effective aptitude and/or achievement tests from those approved and available to use with students with special needs or considerations, such as those who are English language learners
- To require nurturing practices using research-based strategies/programs/resources be in place in all elementary schools for K-3 as a means of recognizing and cultivating giftedness with those nurturing programs being developed at the school site based on student needs, personnel available, and scheduling parameters using multiple criteria, including teacher recommendations, student observations, student work samples, interest inventories, overall performance skills, behavioral checklists, and other possible indicators in the selection of such young students to focus on extension and enrichment over a set period of time (See Appendix for Nurturing Ideas and Overview of Nurturing Program)
- To provide opportunities for Talent Pool students (typically 1-3) in AIG classes by principals to enrich and extend their learning through AIG expectations (See Appendix for Principal's Waiver Recommendation Form)

Description: BCS AIG program will focus on this practice in the following ways:

- Design a general timeline to develop AIG testing dates conducive to identification prior to the official April headcount but also allow testing at other times as well when needed
- Disseminate information to all teachers about gifted identifiers and a list of common gifted myths so that those teachers might be better able to recognize and recommend students from all student populations to be reviewed and tested for the AIG program (See Appendix for Common Gifted Education Myths)
- Identify which test(s) will be administered based on the needs' assessment of the child
- Complete as much of the AIG testing, portfolio requirements, and other student assessments prior to the beginning of March of each year as possible to provide adequate headcount data by the official April headcount
- Collaborate with the Exceptional Children's Director and Exceptional Children's (EC)teachers as well as other staff to note students who are or may be twice-exceptional, English language learners or ELL, economically disadvantaged, or highly gifted in an effort to be more inclusive and responsive to

student needs and their least restrictive educational setting for success

- Confirm that all students in the AP classes who qualify for free and reduced lunch or for other specified qualifiers listed and approved by the federal government sign up for AP exams at an approved reduced rate or free depending on the scope of the USED federal grant or other opportunities that might be available by the NC DPI (Department of Public Instruction)
- Implement the county nurturing program appropriate for each district elementary school site for K-3 with parents of those students being informed about that unique program in order for them to grant permission for their students to participate in it for a set period of time in order to offer those students extension and enrichment activities to cultivate and hopefully develop their intellectual and academic potential (See Appendix for Nurturing Ideas and Overview of Nurturing Program)

Planned Sources of Evidence: Planned sources of evidence include these:

- Testing options based on student needs: Testing data card/AIG summary score sheets (See Appendix for Student Data Card, ITBS Testing Card, and CogAT Testing Card)
- Portfolios, journals, logs, and other acceptable student products/artifacts
- Behavioral/Motivational Scale results based on teacher observations (See Appendix for Academic/Behavioral Observation Scale Checklist)
- Characteristics of giftedness lists (See Appendix for 12 Traits of Giftedness, Key Points in Determining AIG Students, Ten Things Teachers Need to Know about Gifted Students, and Legal Background Information)
- Common gifted myths' lists (See Appendix for Common Gifted Education Myths)
- Official April Headcount Data
- Teacher rosters or minutes of professional development sessions pertaining to screening and referring under-represented student populations for AIG identification
- Notes from collaboration with Exceptional Children's (EC) Director and/or teachers to identify students who are twice-exceptional
- Mass screening by the BCS Testing Department second semester of the 3rd grade student population using the CogAT
- Translation of the BCS AIG Program Standards and AIG Brochure into designated native languages as requested/needed (See Appendix for Spanish Version of the AIG Brochure)
- Provision of opportunities for additional testing as needed and allowed to address language barriers
- Documentation of student testing accommodations or special needs, goals, or plans through IEP(Individualized Education Plan), PEP (Personalized Education Plan), 504 plan to address recognized accommodations needed when comparing student in question with others of that age/grade nationally for satisfactory educational progress, or DEP (See Appendix for Placement and DEP)
- Documentation of the number of AP students qualifying for a reduced or free rate for their AP exams
- Documentation of nurturing program student rosters and lesson plans associated with the program
- Documentation of monthly and/or periodic reports by elementary school site of their nurturing program's progress (See Appendix for Nurturing Ideas and Overview of the Nurturing Program)

Other Comments: The following standardized test materials are stored in a secure location at

Central Office: CogAT (Aptitude), ITBS (Achievement), Naglieri Nonverbal Ability Test, and Wechsler Individual Achievement Test (WIAT).

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: According to online surveys given to stakeholders during the fall of the 2012-2013 School Year, 90.48% of school administrators always/often felt the current LEA AIG program ensured consistency in implementation of screening, referral, and identification processes. It is the common goal of all AIG staff to continue to ensure this countywide consistency so that equity of implementation is clear.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS will maintain this practice in the following ways:

- Utilize approved forms for screening, referral, and identification processes within the LEA (See Appendix for Behavioral/Motivational Scale Checklist and Placement Criteria Form)
- Share AIG information for screening, referral, and identification processes at AIG staff meetings
- Share AIG information for screening, referral, and identification at grade level/school staff meetings
- Share AIG information for screening, referral, and identification at designated parent gatherings, such as Open House or PAC (Parent Advisory Council) meetings
- Share AIG information for screening, referral, and identification at principal meetings or Learning Leadership Council sessions
- Make available a brochure explaining the key points of the screening, referral, and identification processes as well as other key AIG, Honors', and AP points to explain the LEA AIG program further (See Appendix for English and Spanish Versions of AIG Brochure)
- Post screening, referral, and identification processes on BCS AIG webpage on the BCS website for public information purposes
- Secure all testing results for students considered for AIG identification in a locked area for accountability, compliance, and auditing purposes

Planned Sources of Evidence: Planned sources of evidence include these:

- AIG approved forms
- Agendas and/or minutes of AIG information meetings
- Attendance rosters from teacher, administrator, and parent sessions
- BCS AIG webpage on the BCS website
- BCS AIG Brochures (See Appendix for English and Spanish Versions of AIG Brochure)
- Hard copies of approved BCS AIG plan
- Secured testing summary score results and answer sheets of each student tested
- AIG-designated "blue" folders with completed student information and documentation stored in a secure place at individual school sites

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Based on the Zarca online stakeholder survey given out in the fall of the 2012-2013 School Year, AIG parents reported that 90.75% of them always/often were generally pleased with the AIG program at their child's school in reference to its written policies. Continued effort will be made to safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEA's, proposed action plans, and procedures for resolving disagreements.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS will maintain this practice in the following ways:

- Publicize procedures and policies in various electronic and print media
- Implement Due Process following State Law 115C-150.7 (See Appendix for Legal Background Information, Academic Review Conference Form, Appeals' Procedure Form, Article 9B Information, and Confidentiality of Student Records)
- Translate needed forms and the AIG brochure into Spanish and other designated native languages as requested or needed
- Post the approved LEA AIG plan on the BCS AIG webpage on the BCS website
- Retain copies of minutes of parent and student conferences and offer copies to attendees if requested
- Request documentation for AIG placement for student transfers from other LEA's as needed
- Maintain copies of all testing results, report cards, and behavioral/motivational checklists completed by teachers of students for reassessment comparison with additional identification data collection
- Secure parental permission for all AIG student-testing sessions (See Appendix for General Permission to Test Form and Record of Parent Contact Form)
- Develop action plans with specific, measurable responsibilities for the student, parent, and teacher to address certain deficiencies by a pre-set time and then reassess at that time in a conference setting again for further actions (See Appendix for Action Plan Form)
- Reassign AIG students not meeting AIG class expectations after a probationary period to the regular general education class with a consultative AIG status that clearly lists frequency of meetings with AIG teacher with student and/or general education teacher and suggestions for extended learning as well as set criteria needed to achieve for later regaining the good-standing status for return to the AIG class
- Share the AIG Appeals' Procedure Form with staff, parents, and students (See Appendix for Appeals' Procedure Form)

- Maintain an active link through e-mailing from the AIG webpage to the AIG Director to address parental concerns and questions
- Complete AIG Exit Conference Form as needed if parents decide to exit their child from the AIG program and provide a copy of the form with minutes to the parents for their recordkeeping (See Appendix for Exit Conference Form)
- Secure Waiver Forms from principals concerning Talent Pool students (See Principal's Recommendation Waiver Form)
- Maintain copies of differentiation plans where needed to address student needs' assessments
- Reassign Talent Pool students from the AIG class who do not meet class expectations (a grade of 85+ on AIG classwork and on portfolio completion when assigned) as noted on the Principal Waiver Form to the regular education class setting after appropriate conferencing, action plans, and probationary period
- Change AIG candidate student status to Talent Pool student status if listed criteria, such as grade averages in the AIG class and on the student-generated portfolios, are not met by a pre-determined time frame
- Schedule AIG-identified students in homogeneous classes for math and/or English/language arts/communication skills/reading at the elementary- and middle-school levels where those students qualify and likewise in other course classes, such as science and social studies, whenever possible (If not possible, however, then schedule those AIG-identified students in appropriate cluster groups of ideally 6-10 in other course classes not English/language arts/communication skills/reading and/or math with special differentiation expectations being implemented where appropriate.) Note that AIG candidate students working towards full identification status and approved Talent Pool students will still be part of the AIG class make-up where appropriate.
- Determine servicing options for IG-identified students after adequate research, possible funding sources, and special personnel needs are identified and are available

Planned Sources of Evidence: Planned sources of evidence include these:

- AIG forms addressing appeals, action plans, exit conferences, and other situations related to safeguarding issues and concerns (See Appendix for actual Forms listed here)
- Student AIG folders
- Transfer accountability logs/folders between schools, districts, and other states (See Appendix for Transfer Folder Forms)
- Agendas and minutes as well as attendance rosters from AIG informational meetings about safeguarding AIG student rights
- BCS AIG webpage on the BCS website
- BCS AIG Brochure (See Appendix for Copies of AIG Brochures)
- Copies of Article 9B (N.C. G. S. 115C-150.5) (See Appendix for Article 9B Information Form)
- Waiver Recommendation Forms for Principals concerning Talent Pool students (See Appendix for

Principal's Waiver Recommendation Form)

- Replacement AIG Folder Forms for identified AIG students without proper documentation including verification of inquiries with previous schools, other counties, or other states (See Appendix for Replacement Folder Form)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to BCS AIG expectations, all AIG teachers must meet with their AIG students, parents/families, and other key staff as needed at least once a year in an annual review that addresses the students' progress and highlights particular areas of accomplishment and/or areas for needed improvement. This review further explains the identification process when a student is deemed AIG-eligible and determines appropriate service options or AIG classes for individual AIG students that cover through the high-school years. This annual review is called a DEP or Differentiated Education Plan. Accountability forms for such DEP conferences must be completed with appropriate signatures and secured for documentation. According to AIG student responses provided in the fall 2012-2013 online survey, 81.58% of them always/often felt they understood the reason(s) they had been placed in the AIG class(es), and 83.24% of them always/often felt they were able to make choices in project selections and/or presentations in their AIG class(es) to demonstrate their particular learning styles or preferences. To further underscore the importance of a review of this documentation, such meetings explaining the identification process and service options will continue to be reviewed annually or more frequently as needed with parents/families.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS will maintain this practice in the following ways:

- Review AIG folder procedures and placement of particular forms (See Appendix for Placement Criteria Form and Student Data Form)
- Audit AIG student folders randomly as needed
- Review of DEP's annually (See Appendix for Placement and DEP Form and DEP Accountability Form)
- Clarify available Advanced Placement (AP), Honors', enrichment, and/or scholarship programs
- Review of student's four-year high-school plans
- Schedule DEP's for AIG students and parents on school workdays or Early Release Days whenever possible
- Collect DEP Accountability Forms from all levels: elementary schools, middle schools, and high schools for compliance
- Consider and share pertinent and clear DEP measurable comments reflecting on AIG student's performance, ability, strengths, and areas of concern for annual conferences with AIG students,

parents, and others as needed

- Continue to research IG-identification options and service models to widen the identification scope
- Keep documentation of rubrics with skill sets and other potential criteria for non-traditional identification possibilities focusing on other courses other than math or English/language arts/communication skills/reading, such as fine arts, athletics, natural science, social science, foreign languages, social studies, etc.
- Schedule AIG-identified students in their class area(s) of eligibility, such as math and/or English/language arts/communication skills/reading as well as AIG candidates who are completing their identification performance-based semester prior to official identification with all service options available in the AIG class(es), which are to be as homogeneous as possible, even with a possibility of also allowing some Talent Pool students (typically 1-3) who do not qualify as AIG in those AIG classes where scheduled but have approved principal recommendation based on set criteria for such (See Appendix for Principal's Waiver Recommendation Form)

Planned Sources of Evidence: Planned sources of evidence are these:

- BCS AIG webpage on the BCS website
- Review team documentation
- Copies of DEP's for AIG students
- AIG placement criteria
- Annual Audit when available
- DEP Accountability Form for School Site
- Four-Year High-School Plan for AIG students
- Potential Rubrics (to be researched and developed)

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Results from the Zarca Online Surveys given in 2012-2013 to various stakeholder groups show somewhat high to high support [agreement] that the BCS AIG program has adapted the NC Standard Course of Study (SCOS)K-12/Common Core to address a range of advanced ability levels through the use of differentiation strategies. To show this support, results from the Countywide Administrator Survey revealed that 82.72% of them always or mostly felt their gifted or advanced studies' teachers had access to accelerated curriculum that advanced learning for their gifted or advanced studies' (Advanced Placement or Honors') students. Likewise, the survey results from the AIG Teacher Survey show that 96.29% of them always/often used formative assessments and reviewed data to determine students' instruction levels; 88.89% always/often utilized formative assessments to develop flexible instructional groups to address differentiation needs; 88.89% always/often developed lesson plans that included extended learning/enrichment opportunities for students who needed them; 100% always/often routinely adjusted their instruction in response to students' learning needs as they took into consideration acceleration opportunities; and 96.29% always/often stated that they addressed the Common Core State Standards in challenging ways that engaged, enriched, and accelerated. From the AIG Parent Survey came the following responses: 94.8% of them always/often felt their gifted children were receiving appropriately challenging curriculum; and 90.75% of them always/often felt their gifted children were showing positive academic progress through such means as enrichment, extension, or accelerated learning opportunities in their AIG classes. From the AIG Student Survey, 82.69% of them always/often believed that their AIG teachers took into consideration different student needs and ability levels when assigning projects and other work. From the Countywide Teacher Survey, 85.79% of teachers in general always/often felt that their particular schools' AIG/Advanced Studies' (Honors' or Advanced Placement) programs challenged their students so that they could be more college and career ready. As a result, the AIG program will continue to address a range of ability levels via differentiation strategies.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS will maintain this practice by the following:

- Provide differentiation strategies through enrichment, extension, and acceleration in county's "nurturing" practices at elementary schools emphasizing grades 2-3 in 2013-2014, 1-3 in 2014-2015, and K-3 in 2015-2016 through training in collaboration with the AIG teacher using possible program tools as U-STARS-PLUS or PETS with available funding or other enriching lesson-plan opportunities based on student needs, interests, and regular class topics or themes (See Appendix for Nurturing Ideas and Overview of Nurturing Program)

- Continue providing differentiation through enrichment, extension, and acceleration for AIG students, AIG-candidate students finalizing their AIG requirements for AIG identification, and Talent Pool students attempting to address AIG class requirements for possible later AIG consideration if multiple criteria are met
- Enlist AIG or Advanced Studies' teachers whenever possible in professional development opportunities or AP refresher workshops that address differentiation techniques
- Research various differentiation strategies through such works as "Implementing Rtl With Gifted Students: Service Models, Trends, and Issues" edited by Mary Ruth Coleman and Susan Johnsen; "Assessing Differentiated Student Products: A Protocol for Development and Evaluation" by Julia L. Roberts and Tracy F. Inman; "Curriculum Compacting: The Complete Guide to Modifying the Regular Curriculum for High Ability Students" by Sally M. Reis, Deborah E. Burns, and Joseph S. Renzulli; "Differentiated Activities & Assessments Using the Common Core Standards" by Carolyn Coil, "Differentiation, Rtl, and Achievement: How They Work Together" by Carolyn Coil; "Standards-Based Activities and Assessments for the Differentiated Classroom" by Carolyn Coil; and the many related booklets available in "The Practical Strategies Series in Gifted Education" by Prufrock Press
- Inventory gifted students through Student Interest/Learning Style Inventories
- Disseminate Pacing Guides as planning guides aligned with the Common Core
- Share AIG-IRP (Instructional Resources Project) K-12 lesson plans with AIG and Advanced Studies' teachers (See Appendix for IRP Draft Lesson Plan)
- Schedule an DEP (Differentiation Education Plan) conference annually with parents and AIG students
- Confer with principal, teachers, parents, and others about the acceleration of Early-Entry Kindergarten Placement for younger students if multiple placement criteria (aptitude and achievement testing results of 98% or higher as administered and explained in summary format by an external licensed psychologist or psychiatrist, student work samples of no more than six items illustrating various types/skills, two letters of recommendation, and student and parent interviews) are met and approved via committee review and collaboration of the best educational setting for the student candidate (See Appendix for Early-Entry Kindergarten Packet and Sequence Chart)
- Collaborate with principal, teachers, parents, and others about the acceleration (particularly grade skipping) of elementary- or middle-school students when appropriate documentation and student observations warrant consideration
- Allow Credit by Demonstrated Mastery of coursework by students in grades 6-12 when all criteria for earning course credit has been met and documented according to state and local policies and guidelines when made available (See Appendix for Draft Plan)
- Encourage enrichment and extension through various methods in coursework where appropriate
- Encourage use of pre-assessment as an important tool in determining such practices as curriculum compacting, etc.
- Encourage student choice and ownership in relation to course projects, independent studies, etc. so that learning styles and interests can be acknowledged

Planned Sources of Evidence: Planned sources of evidence include these:

- Student Interest/Learning Style Inventories
- Pacing Guides
- AIG-IRP K-12 Lesson Plans
- U-STARS-PLUS or PETS Program Information
- Other Program Information based on such opportunities as possibly Math Olympiad, Junior Great Books, Young Authors' Competition, Math Superstars, Math 24, Quiz Bowl, Science Olympiad, Odyssey of the Mind, Math Counts, Geography Bee, Word Master, Worldly Wise, Future Problem Solving
- Annual DEP Review and Conference Documentation
- LEA's AIG Plan and Surveys
- Supplementary instructional resources and strategies
- Student work products and assignments
- Student journals or logs from internships, mentorships, or independent studies
- Nurturing Forms and Elementary School Implementation Plans
- Approval Forms for Early-Entry Kindergarten Enrollment with appropriate and approved documentation
- Credit by Demonstrated Mastery Documentation with student products and testing results when criteria is approved and made available
- Documentation of differentiation, enrichment, and extension strategies by teachers
- Teachers' Lesson Plans

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: According to the Zarca online survey results of 2012-2013, only 76.2% of county administrators always/often felt their particular schools' schedules allowed for flexible grouping within and between grade levels to further this cause; only 61.91% of them always/often felt their teachers had access to professional development in differentiated instruction; only 52.38% of them always/often felt that their teachers had access to professional development in addressing the needs of diverse learners; and only 76.19% of them always/often felt their teachers both accepted high-ability students whose academic skills required extension or acceleration and provided that for them whenever possible. Findings from the AIG Parent Survey showed only 68.21% of them always/often felt their gifted children were receiving differentiated instruction that served to address special learning needs at a higher level. These findings underline the need to focus on discovering new strategies to address students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

Goals: Goals include the following:

- To use formative common assessment and review data sources in classrooms to determine students' instruction levels
- To utilize formative assessments to develop flexible instructional groups in classrooms to address differentiation needs
- To develop lesson plans that include extended learning/enrichment opportunities for students who need them (See Appendix for IRP Draft Lesson Plan)
- To emphasize higher-order thought processes incorporating Bloom's Revised Taxonomy during instruction and particularly during questioning strategies
- To encourage independent projects that connect the curriculum to students' interests, abilities, and learning preferences
- To encourage student ownership of learning by providing opportunities for them to direct their own learning according to their particular interests, abilities, and learning preferences
- To include hands-on, interactive learning experiences for students
- To adjust instruction in response to students' learning needs considering acceleration opportunities
- To permit students to work in group settings as they engage in inquiry-based activities
- To use differentiated instruction through acceleration, extension, and enrichment
- To give and assess student interest/learning styles' inventories to gauge learning directions and possibly augment with parent inventories that address observations about their students' interests, talents, and abilities

Description: This practice will focus on the following:

- Offer professional development focusing on differentiation strategies to AIG and other general education teachers via the BCS Professional Development Calendar
- Promote differentiation methodologies in AIG, Honors', and AP classes on a regular basis
- Apply such programs as possibly the Jacob's Ladder reading coursework if available from The College of William & Mary
- Participate in technology-based enrichment programs that allow for accelerated movement, such as possibly Study Island, QUIZMO, Navigators, Singapore Math, Worldly Wise, Word Master, Junior Great Books, or other available programs

- Use the Socratic Seminar as a means of developing critical thinking and problem-solving at various levels
- Employ Creative Problem-Solving and Problem-Based Learning as rigorous best practices to enhance individual interests as "Thinking Out of the Box" is encouraged
- Integrate Concept-Based Unit Design into lesson plans as a way to address a range of learning needs
- Focus on Inquiry-Based Approaches as an effective method for higher-level questioning strategies
- Integrate Cooperative Group Work into lesson plans as a way to address different learning needs and interests as the benefits of teamwork contribute to participatory learning
- Allow Independent Study to be an option for those students who feel this allows for individual opportunity and flexibility
- Offer Kohlberg's Moral Reasoning for individual learning interests
- Use Tiered Lesson Design and Scaffolding as a way of directing learning for those who need more structure
- Incorporate Marzano's Teaching Strategies as a best practice
- Utilize Thinking Maps as a visual organization tool to address learning needs and profiles
- Incorporate Bloom's Revised Taxonomy into higher order thinking for lesson-plan delivery
- Implement such strategies of acceleration as curriculum compacting through pre-assessment to address various learning needs and levels of accomplishment

Planned Sources of Evidence: Planned sources of evidence include these:

- Classroom and Curriculum Assignments
- General Teacher Lesson Plans
- AIG-IRP Enriched Teacher Lesson Plans
- Enrichment Program Units
- Student Learning Styles/Interest Inventories
- Teaching Models showing various Learning Style Opportunities
- Teaching Models incorporating Howard Gardner's Multiple Intelligences
- AIG Placement Portfolios/Rubrics
- AP/Honors' Course Guides
- AP/Honors' Course Completions
- AP College Exam Records
- DEP Conference Notes about Individual Areas of Strength and/or Areas of Need (See Appendix for Placement and DEP Form)

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to the Administrator Online Survey of 2012-2013, 18 out of 21 administrators always/often felt that gifted or advanced studies' teachers had access to accelerated curriculum that advanced learning for those students. Responses from AIG Teachers on their Online Survey of 2012-2013 indicated that 88.88% of them always/often felt strongly that their gifted students had access to materials and resources that were relevant to their learning capacities that tied curriculum and instruction. Consequently, these findings recognize that the AIG Plan encourages and uses a variety of research-based supplemental resources that augment curriculum and instruction that will continue to maintain that practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: BCS will maintain this practice in these ways:

- Apply the Jacob's Ladder reading coursework if available from The College of William & Mary or equivalent coursework
- To encourage life-long learning for AIG teachers/specialists and general education teachers to broaden their academic and intellectual boundaries through webinars, course work, workshops, and conferences whenever possible and offer monetary tuition reimbursements for such when funding sources permit (See Appendix for Tuition Reimbursement Form)
- To participate in available individual pacing programs to promote comprehension skills
- Participate in technology-based enrichment programs that allow for accelerated movement, such as Study Island, QUIZMO, or other available programs
- Use the Socratic Seminar as a means of developing critical thinking and problem-solving at various levels
- Offer Kohlberg's Moral Reasoning for individual learning interests
- Use Tiered Lesson Design, the 4MAT System, and Scaffolding as ways of directing learning for those who need more structure
- Incorporate Marzano's Teaching Strategies as a best practice
- Utilize Thinking Maps as a visual organization tool to address learning needs and profiles
- Incorporate Bloom's Revised Taxonomy into higher order thinking for lesson plan delivery
- Continue to participate in ongoing research into supplemental programs to augment the curriculum
- Subscribe to academically or intellectually gifted journals, magazines, or newsletters to keep current on theories, trends, and practices
- To build reading libraries for classrooms focusing on both nonfiction and fiction texts
- To relate whenever possible real-world scenarios and 21st Century Skills into all sectors of the curricula
- To use such math-related programs as possibly Geometer Sketch Pad Version 5, the Navigator System, Probeware, TI Nspire calculator Systems, and Singapore Math when available to promote student success through individual pacing

Planned Sources of Evidence: Planned sources of evidence include these:

- Classroom and curriculum assignments
- Enrichment program units
- Webinars on gifted education resources and summer programs
- Subscriptions to gifted literature

- Journal reports about various aspects of giftedness
- Attendance rosters at conferences, workshops, and professional development sessions
- Collaboration and sharing of developed lesson plans in PLC's (Professional Learning Communities)and other groups
- Transcripts from university course work and institutes sponsored by the College Board
- Gifted library of various resources at the Board of Education housed in the AIG Director's office that is available for teachers to check out

Other Comments:

Practice D

Fosters the development of 21st century 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Although 100% of AIG Teachers who responded to the Online Survey of 2012-2013 always/often felt that they were sensitive to the social and emotional needs of their AIG students, there still remained a need to focus on 21st Century content and skills that would ensure students were optimally prepared to advance successfully beyond their formative educational years on a global scale. Students need to be provided with an advanced curriculum that is both relevant and meaningful as well as differentiated to meet those academic, intellectual, social, and emotional needs.

Goals: The goals for this practice are the following:

- To research current findings on infusing high-level content and awareness of 21st Century skills in various talent domains to determine how AIG students might place as multi-potential or otherwise for future talent profiles (See Appendix for Gifted Education, Common Core Standards, and 21st Century Skills' Form
- To encourage psychologically non-threatening class environments that value independent thought and action, shifting the focus of learning to each student's personal interests and motivations with reasonable limits for experimentation and risk-taking
- To incorporate collaboration and team-building in curricular endeavors to develop social skills through mutual respect and accountability
- To foster creativity in multiple settings and domains in order to allow individuals to realize their own self-worth and contributions towards innovation and non-traditional findings through critical thinking and problem-solving
- To help perpetuate the notion of becoming more tolerant of others as they attempt to "fit in" without stereotyping, especially those gifted who might also have social, emotional, physical, or medical concerns or disabilities

•To assign portfolio projects or other class assignments for math and/or English/language arts/communication skills/reading in the AIG-identification process that infuse such important components as real-world learning, research, critical thinking, problem-solving, civic and economic literacies, and possibly health awareness (See Appendix for Portfolio Guidelines' Form)

Description: This will be a focused practice in the following ways:

- Access available technologies and media regularly to demonstrate the effective use of 21st Century content and skills
- Use critical and creative thinking as important functions of class performance
- Research concepts, systems, and operations in challenging research contexts in order to be able to take a stand for or against an idea and demonstrate proficiency in arguing for that stand through a debate or other seminar-type session
- Develop a baseline for individual AIG student progress and needs' assessment for real-world learning in local, regional, and global contexts
- Work on applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility through targeted exercises both in individual settings and collaborative groups
- Use creativity in projects and studies where new solutions or procedures are being sought
- Promote service-learning or community-service projects with a plan of action and legitimate short- and possible long-range goals

Planned Sources of Evidence: Planned sources of evidence include these:

- Computer availability for students
- Variety of assessments (standardized, summative, formative, non-traditional, traditional, computer-based, self-directed, open-ended)
- Student products/projects, such as Senior Projects, independent study projects, portfolios, innovative or creative works, artifacts, and/or other types of end results
- Student progress records in global, civic, economic, and health awareness via research, Socratic seminars, cooperative projects, debate teams, and service-learning or community-service activities
- Real-world learning through internships, course selections, mentorships, community involvement, leadership seminars, and other opportunities
- Personal empowerment through experiences that promote opportunities for leadership roles, modeling such qualities as sound ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility
- AIG high-school transcripts/resumes recording course selections, grades earned, class rank, community and extra-curricular activities, leadership roles, and awards and honors

Other Comments: Resource Website: www.21stcenturyskills.org

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG teachers who responded to the online survey given 2012-2013 responded that 96.29 of them always/often used formative assessment and reviewed data sources in their classrooms to determine students' instruction levels while 96.72% of BCS countywide regular teachers indicated that they always/often used ongoing assessment and data sources in their classrooms as well to determine their students' instruction levels. In addition, 88.89% of those same AIG teachers always/often utilized formative assessments to develop flexible instructional groups in their classrooms to address differentiation needs of students. Further, 96.3% of AIG teachers who responded always/often felt that their curriculum and instruction allowed for adequate synthesis, analysis, and evaluation to be used for summative assessments. From AIG parent responses, 90.75% of them indicated that they always/often felt that their gifted children showed positive academic progress through such means as enrichment, extension, or accelerated learning opportunities in their AIG class(es). AIG students shared in their online responses that 88.77% of them always/often felt better prepared to take the End-of-Grade tests or other types of testing due to the high expectations of their AIG studies. In addition, BCS provides multiple opportunities for formative assessment in the form of benchmark testing and the use of other assessments, which reach across all subject areas. This information is used to help drive instructional practices including, but not limited to, acceleration within the classroom setting.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Provide students with instruction to support a variety of testing data, including high-quality standardized testing
- Ensure that ongoing formative assessments are used to address needs' assessment, coaching, and re teaching through modeling and sharing as well as pre-assessments to determine learning levels and mastery (See Appendix for Key Points in Determining AIG Student's Engagement and Productivity)
- Enlist summative assessments when needed as reflections of student learning and mastery of content and skill
- Gather reliable baseline data on student performance to determine student growth and needs' assessment, such as that through the use of EVAAS (Education Value-Added Assessment System) or other available benchmarking programs (See Appendix for EOG Growth Comparison Chart)
- Refer to student portfolios, projects, collaborative outputs, and other related types of artifacts and products as a means for assessing 21st Century skills
- Reevaluate the AIG-identification testing materials for the most appropriate aptitude and achievement assessments to provide the most reliable information for determining student eligibility status
- Seek funding sources for updating or replacing versions of the present aptitude and achievement tests that are available for AIG-identification testing purposes or for selecting other approved standardized tests to meet needs more appropriately
- Provide list of different research-based testing tools for serving gifted students

Planned Sources of Evidence: Planned sources of evidence include these:

- Copies of approved assessments, such as End-of-Grade or End-of-Course Tests
- Copies of district-level benchmark tests
- Copies of standardized AIG-identification testing, such as ITBS, CogAT, Naglieri, and WIAT

- EVAAS or equivalent Samples
- Pre-assessment Samples

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The results of the Zarca Online Survey for AIG teachers indicated that 100% of them felt that they always/often were sensitive to the social and emotional needs of their gifted students. 74.08% of those same teachers who responded to the online survey also felt that they always/often helped the parents/guardians of their gifted students understand their students' special learning needs. Further, 90.75% of AIG parents who responded to the online survey (2012-2013) also always/often felt that their students were understood and accepted by their AIG teacher(s). Another finding showed that 93.65% of AIG parents always/often felt that their particular school's AIG program respected and built on their children's unique and special needs and skills. To support this highly supportive finding, 91.71% of AIG students also always/often felt that their AIG teachers understood and accepted them, and 86.74% of those same AIG students always/often felt that their AIG teachers recognized their special and unique needs and skills. BCS personnel are responsible for teaching the "whole child" with regard to intellectual, social, and emotional needs. Thus, the AIG staff is dedicated to serving its AIG students in all ways to help their students excel to meet their high potential and feel self-worth and acceptance.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Research the social and emotional needs of gifted learners through studies from such authorities as Adderhoff-Elliott and others to share with colleagues and peers (See Appendix for Ten Things Teachers Need to Know about Gifted Students; Gifted Students, Gifted Services, and Response to Intervention (Rtl); AIG Common Myths and Their Subsequent Truths; Giftedness Identifier Tips; and Managing the Social and Emotional Needs of the Gifted: The Eight Great Gripes of Gifted Kids)
- Understand how to address the affective domain within the curriculum as essential to understanding how gifted students' social/emotional traits may include divergent thinking, over-excitabilities, super-sensitivities, adept perceptiveness, and entelechy (the actualization of potentiality or the inherent forces that control and direct one's activities and development) (Lovecky, 1992)
- Understand the misconceived notion that permeates contemporary society that some people can be "too smart for their own good," which only serves to create a feeling of "anti-intellectualism" that causes many potentially gifted students to deny their talents and try desperately to become "just like everyone else" so that this false notion can be confronted and combated in order to create a more non-threatening classroom climate and school atmosphere that encourage, support, and respect high attainment and the abilities of the gifted and high-achieving sector ("The Social and Emotional Development of Gifted Children: What Do We Know?" eds. Neihart, Reis, Robinson, Moon, 2002)

- Document the collaboration and assistance from support personnel, such as guidance counselors, outside resources, and other teachers, particularly those in the fine arts who recognize and encourage highly gifted artistic potential in visual art, instrumental and choral music, dance, theatre, and the humanities as their students develop their innate and acquired talents through much personal persistence and outside, genuine support from others
- Maintain conference notes in which the affective curricular and instructional practices supporting the social and emotional needs of AIG students are referenced (See Appendix for Conference Form)
- Focus group discussion with gifted students on such strategies as "The Eight Great Grips of Gifted Kids" (Zaffrann and Colangelo, Kaplan, and Feldman, 1985) (See Appendix for List)
- Give interest inventories to help build a battery of information about the whole child so that certain topics or skills can be tapped as a resource and a support mechanism
- Share with colleagues and others "The 10 Most Common Myths of the Gifted" from the National Gifted Education Association so that they can understand the dichotomy that often exists (See Appendix for List)
- Share with colleagues and others the multiple and diverse characteristics of giftedness and what giftedness actually means or includes so that they can be more vigilant in recommending student candidates for gifted considerations and in working with them to create a more responsive setting to build success
- Refer to resources, such as "The Gifted Kids' Survival Guides and Managing the Social and Emotional Needs of the Gifted: A Teacher's Survival Guide" by Schmitz and Galbraith along with many other reference books and research reports
- Consider program options to personalize the possible solutions in helping a gifted student address negative social and emotional feelings through such approaches as resource areas, scheduling changes, dual enrollment or concurrent enrollment (college), virtual or online courses (primarily high-school AP/Honors), acceleration, pull-out, mentorships, independent studies, grade telescoping/skipping, curriculum compacting, Course Credit by Demonstrated Mastery, and internships

Planned Sources of Evidence: Planned sources of evidence include these:

- Research findings
- Conference notes and documentation
- Information session agendas for colleagues
- Program service options
- Supplemental resources about social and emotional development of gifted children in AIG Director's library at Central Office (See Appendix for Giftedness Identifier Tips)

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: By second semester of the 2012-2013 School Year, of the 10 BCS elementary schools, 7 of them had already started to develop and implement their own nurturing programs for cultivating and developing the potential of young (K-3) students through the guidance of various school staff including the AIG teacher(s) whenever schedules allow while the other 3 elementary schools were considering various approaches. These programs are working at varying degrees of consistency and success at different stages of development. Ultimately, the aim is to have equitable, credible nurturing programs at all BCS elementary schools with documentation of their guidelines, impact, and curricular strategies in addressing the potential of the young (K-3) students in proactive, challenging ways.

Goals: The goals will be to focus this practice through the following ways:

- To aid in the development of potentially gifted learners by providing a support role for challenging, enriching programs geared for young students in K-3 concentrating on grades 2-3 in 2013-2014, grade 1 in 2014-2015, and K in 2015-2016 (See Appendix for Nurturing Tips and Overview of Nurturing Program)
- To research in order to more fully understand characteristics of the developmental, formative young years as they relate to academic and intellectual giftedness
- To review research-based supplemental resources and programs, such as PETS and U-STARS PLUS
- To order enriching and challenging curricular materials when funding allows for nurturing groups
- To collaborate with teachers for K-3 when developing multiple criteria based on such components as students' overall proficiency, work samples, initiative, maturity, social interaction, testing, results from teacher checklists, etc. for selecting student nurturing programs so that the best elements of each one are recognized
- To maintain documentation on the students involved in the nurturing programs to assess student growth and student feedback as well as amass data that reflects diversity targeting the underserved student population (See Appendix for Checklist to Identify Gifted Underachievers and Traits of Gifted Students)

Description: This practice will focus on the following:

- Develop information letters to introduce the nurturing program more clearly to the parents/guardians from each elementary school
- Develop parent/guardian permission forms that allow young students to participate in the nurturing program at a given school for a set time frame
- Maintain documentation about the progress of the nurturing program
- Collaborate with the teachers of the young (K-3) students to determine how best to meet their needs and enrich their current curricula
- Make a presentation to the staff of each elementary school to give an overview and purpose for the nurturing program to get buy-in and ownership of responsibilities so that different general education teachers and support staff can work with the AIG teacher(s) to implement the program whenever possible for the K-3 students
- Share acceleration and differentiation strategies with K-3 teachers
- Develop a rubric or an explanatory form that addresses each student's progress in the nurturing group over a period of pre-determined time (typically from 2 weeks-4 weeks)

- Complete reports periodically (quarterly recommended) to give to the AIG Director for record keeping
- Inform teachers of young (K-3) students what typical characteristics of the gifted are and what differentiation strategies to use to implement through professional development opportunities
- Use such resources as possibly The College of William & Mary's Jacob's Ladder Program, Bloom's/Marzano's higher-order thinking skills and question stems, Renzulli's methods for teaching the gifted, Candler's teaching resources, and Bright Ideas
- Participate in relevant web quests and webinars as appropriate

Planned Sources of Evidence: Planned sources of evidence include these:

- Nurturing forms
- List of gifted characteristics
- Nurturing report documentation for AIG Director
- Professional development rosters, agendas
- Webinars, web quest notes
- Nurturing lesson plans
- Registration forms verifying relevant course work or instituting sessions for such when appropriate
- Posters containing question stems given to all classroom teachers
- Subscriptions to teaching resources for gifted learners
- Vertical and horizontal planning notes with K-3 teachers

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: BCS pacing (planning) guides reflect the NCSCOS/Common Core Standards, which focus greatly on collaboration among teachers including Exceptional Children's personnel, support staff, and others in the school district. This collaboration is evident with vertical and horizontal teaming with one curriculum as well as cross-curricular academic endeavors and also related PLC's at the school site and at the county level. Making sure that twice-exceptional AIG students receive instruction that attends to both their gifts and disabilities is paramount in collaborative settings. At this time, fewer than 10 AIG students are listed as twice-exceptional. Certainly, effective collaboration is essential for developing and implementing differentiated curriculum and instruction.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following efforts:

- Develop instructional guides for each served grade level that include but are not exclusive to portfolios, novel units, varied projects adapting multiple intelligences and learning styles, cross-curricular connections, vertical and horizontal teaming, thematic units, extended math and reading

activities, math problem-solving competitions and projects, creative and analytical research, and general essays all with a technological foundation

- Recognize inclusion and co-teaching as best practices in addressing needs' assessment and differentiation
- Respect accommodation needs specified in a student's IEP based on the Individuals with Disabilities Education Act (IDEA) and 504 Plans based on Section 504 of the Rehabilitation Act of 1973
- Provide professional development opportunities when possible to address twice-exceptional AIG students and differentiated curriculum and instruction
- Include in the DEP of AIG students any specific goal or accomplishment that might address both their gifts and possible disabilities if they are classified as twice-exceptional (See Appendix for Placement and DEP)

Planned Sources of Evidence: Planned sources of evidence are these:

- Vertical and horizontal teaming notes
- Lesson plans
- Staff meeting agendas
- Student products
- Professional development rosters, agendas, and/or notes or minutes
- Student plans as indicated in their IEP's or DEP's

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: BCS AIG teachers in the elementary and middle schools abide by the guidelines that they are to conference with their AIG students, their parents/guardians, administrators as needed, other general education teachers as needed, and other support personnel both internal and external as needed at least once or more a year in a formal meeting to produce a DEP (Differentiated Education Plan). At the high-school level, special designated AIG counselors oversee this DEP process to affirm that all AIG-identified students have had their annual conference. Further, students' educational plans should allow them to experience their rights in the best possible educational setting possible where individual needs' assessment lends itself to appropriately differentiated curriculum and instruction.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Distribute the AIG DEP Annual Review Time Line to all AIG teachers and AIG-Designated Counselors to make all key players aware of when the deadline is for holding DEP Conferences for

AIG-identified students

- Share suggested comments that are specific and measurable for DEP conferences that highlight strengths and accomplishments as well as denote areas needing improvement or further emphasis (See Appendix for DEP Annual Review Guidelines, Placement and DEP Form, and Parent Contact Form)
- Require that each school turn in a DEP Accountability Form signed by AIG lead teacher and other AIG teachers when involved from the elementary and middle schools or AIG-Designated Counselors as well as other counselors from the high-school level and signed by each school's principal and dated verifying that all AIG-identified students have had their DEP Conferences held that year (See Appendix for DEP Accountability Form)
- Review the four-year high-school plan for AIG students to determine that they are being scheduled in the more rigorous courses, such as Pre-AP, AP and Honors
- Arrange meetings between AIG feeder teachers in the transition grades (5th, and 8th) and their receiving teachers in the 6th and 9th grades to share insights about the AIG students' academic plan requiring differentiation in the form of such practices as extension, enrichment, Course Credit by Demonstrated Mastery when specifics are made available, curriculum compacting, grade telescoping/skipping, concurrent enrollments, independent studies, mentorships, internships, cross-grade grouping, pullouts, consultative enrichment, interest studies, etc. to address special talents as well as academic and intellectual gifts
- Review the DEP and student curricular plans annually or more often as requested or needed to ensure effective programming, a continuum of services, and successful school transitions

Planned Sources of Evidence: Planned sources of evidence include these:

- BCS AIG Plan and Policy Manual
- DEP Forms and Documentation
- AIG Webpage on the BCS Website
- AIG Brochure (See Appendix for English and Spanish Versions of AIG Brochure)
- Study units
- Student products/portfolios
- Lesson plans
- Vertical and horizontal teaming notes

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order for the local AIG program to be planned, implemented, and monitored equitably and fully, it is essential that the BCS AIG Director not be restricted to one or a few schools but accessible to all district elementary, middle, and high schools as a support person and facilitator. It is also essential that the AIG District Director be well versed in child development and general education in the formative years of elementary, middle, and high schools so that Director is better able to approach gifted issues with a wide degree of expertise and experience. Therefore, the lead AIG Director for BCS will maintain office space at the Central Office in the Board of Education building. Although the director's job descriptions cover multiple areas and programs, the AIG/Advanced Studies is one of the most important areas of his/her supervision and direction. Without the centralized AIG Director in place, the program would not be as efficient and effective with guiding, planning, developing, implementing, revising, and monitoring the local AIG program and plan since its present cohesiveness and oversight would then be subject to decentralized, segmented areas of concern. At the elementary and middle-school level, there is a Lead AIG Teacher who serves as a conduit between the AIG County Director and other school-level AIG teachers where actively assigned. At the high-school level, there are AIG-Designated and AP-Designated Counselors as well as an AP Lead Teacher who serve in that important role as well between AP/Honors' teachers and the AIG County Director as high-school AIG students are being monitored for placement and challenged for success. Due to this network of collaboration, the lead director is better able to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained according to the following:

- Provide opportunities through but not limited to grade-level meetings, quarterly or possibly more often AIG county meetings, and AP Task Force meetings to work with the county AIG Director and AIG/AP Lead Teachers to share information for developing differentiated strategies and ideas
- Encourage AIG licensure and AP refresher workshops, which are necessary for compliance in working with AIG and AP students
- Implement random internal audits/checks by the AIG Director of targeted components and forms of the AIG plan for monitoring and compliance purposes
- Review and approve portfolios and the other multiple criteria as a checkpoint needed for the AIG-identification process prior to official entry into the NCWISE or later PowerSchool database system or other student entry database system (See Appendix for Student Eligibility Entry Form)

Planned Sources of Evidence: Planned sources of evidence include these:

- Meeting agendas, roster, and minutes
- Lesson-plan focus on differentiation with acceleration, enrichment, and extension as well as higher levels of critical and creative thinking and problem-solving
- List of BCS AIG-licensed personnel with match to PRC 034 (AIG funding sources for a certain number of salaries based on the state allocation each year)
- Chart of Lead AIG and AP Teachers as well as AIG-and AP-Designated High-School Counselors
- Current Agenda Calendar of Events showing District AIG Director's presence at district schools in meetings, planning sessions, student testing, parent meetings, faculty sessions, professional development workshops, and other events

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: From the 2012-2013 Zarca Online Survey came these findings: 90.48% of county administrators always/often felt that their AIG or AP/Honors' teachers served all the school's gifted students well; 90.47% of those same administrators always/often felt that their AIG or AP/Honors' teachers understood the purpose and expected outcomes of the school's gifted or advanced studies' programs; 100% of county AIG teachers or specialists always/often felt that they were sensitive to the social and emotional needs of their gifted students; 96.29% of county AIG teachers or specialists always/often felt that they addressed the Common Core State Standards in challenging ways that engaged, enriched, and accelerated; 94.80% of county AIG parents always/often felt that their students received appropriate challenging curriculum in their AIG classes; 90.75% of AIG parents always/often felt that their children showed positive academic progress through such means as enrichment, extension, or accelerated learning opportunities in their AIG class(es); and 90.85% of AIG parents always/often were generally pleased with the AIG program at their gifted children's schools through the tasks they addressed. These findings support the view that AIG-licensed teachers or specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This is a practice to maintain through the following means:

- Maintain especially current licensure requirements and/or LEA professional development expectations for AIG and AP teaching compliance and provide tuition reimbursement when funding permits (See Appendix for Prior Approval Form for Tuition Reimbursement)
- Attend professional development opportunities addressing the academic, intellectual, social, and

emotional needs of the gifted learners in their charge

- Meet quarterly or as needed as an AIG or AP team to share best practices and successes that address the academic, intellectual, social, and emotional needs of gifted learners
- Share professional literature articles, research findings, journals, websites, and other resources about these areas of engagement in various tasks and plans with AIG and AP/Honors' staff as well as administrators and other interested personnel
- Designate Lead AIG Teachers at each elementary and middle school with other AIG teachers possibly also at each school site for collaborative gifted teaching as homogeneously as possible
- Remain current with the best practices of gifted learners through professional development, such as but not limited to NCAGT, online course work, countywide staff development, college/university special programs, and various AP Institute site work

Planned Sources of Evidence: Planned sources of evidence include these:

- Licensure course work and/or LEA specific professional development expectations
- Transcripts and program notes with agendas where available
- Verification of Continuing Education Units (CEU's) and/or certificates from professional development
- Meeting agendas and minutes
- List of websites and supplementary resources housing pertinent information
- Current Chart of District AIG Staff Assignments

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Results from the online surveys of 2012-2013 related that only 57.15% of BCS county administrators always/often felt that their gifted or advanced studies' teachers had access to professional development in gifted or advanced studies' education; only 61.91% of those same administrators also always/often felt that their teachers in general had access to professional development in differentiated instruction so important to AIG studies; and additionally, only 52.38% of the administrators always/often felt that their teachers had access to professional development in addressing the needs of diverse populations. These fairly low percentages reflect a need for more specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, Exceptional Children's personnel, counselors, and school administrators.

Goals: As a focused practice, the BCS AIG plan will set forth the following goals:

- To provide professional development funds whenever possible to allow AIG specialists/teachers and AP teachers to attend conferences, seminars, institutes, region meetings, workshops, and symposiums, which focus on current best practices and theories for gifted learners (See Appendix for Prior Approval Form for Tuition Reimbursement)

- To train AIG specialists/teachers or AP teachers to teach professional development opportunities in order to share information with all teachers, counselors, and administrators on current best practices and theories of gifted learners
- To establish criteria/ideas which can be used with gifted learners in class environments other than the AIG or AP/Honors' classrooms to emphasize and motivate challenging projects using extension, enrichment, and acceleration
- To research best practices and research-based strategies in order to build a strategy or "best ideas' bank" to share with others
- To understand how to implement differentiated services more effectively for gifted learners
- To establish learning environments that encourage the gifted learner to meet his/her potential
- To confirm that teachers of gifted students, possibly those in cluster groups, have adequate training in gifted characteristics and differentiation strategies in order to be more cognizant of their potential for learning

Description: This practice will be focused through the following means:

- Designate professional development funds when available to allow AIG specialist/teachers and AP teachers to attend annual conferences such as but not limited to the NC Academically Gifted and Talented Conference (NCAGT), the annual UNCW AIG Mini-Conference, The College of William & Mary Gifted Summer Institute, AP refresher workshops or institutes at university campuses designated by the College Board, and the Region 2 AIG Meetings and Retreat to share information about gifted learners with others
- Develop local professional development opportunities for any gifted topics considered primary using mainly teacher presenters for all other teachers to meet the needs of the gifted learner
- Collaborate with the Professional Development Coordinator for BCS in establishing days and times on workdays and at other periods in the BCS approved calendar that could be set aside for AIG and Advanced Studies' needs

Planned Sources of Evidence: Planned sources of evidence include these:

- Attendance rosters and agendas at professional development activities
- Professional development plans and materials
- Professional development literature resources

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: According to the county administrator online survey given out in 2012-2013, results showed a fairly high 76.19% of them always/often felt all their teachers accepted students with high ability whose academic skills required extension or acceleration and provided that for them whenever possible; but a substantially higher percentage of AIG teachers declared @ 96.29% that they

always/often addressed the Common Core State Standards in challenging ways that engaged, enriched, and accelerated their gifted students. AIG parents responded on their surveys in the same time period that 93.06% of them always/often felt that their AIG students were placed in their AIG-designated classes using fair screening, testing, and performance-based measures. These findings demonstrate that the placement of AIG students according to the criteria set forth in our AIG Plan is essential.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Maintain an AIG licensure or evidence of AIG coursework aimed at an AIG licensure by teacher of record in the AIG-designated classroom
- Maintain AP certification via AP Institutes or Refresher Seminars by those teaching AP courses at the high-school level whenever possible
- Remain current with best practices and theories for addressing gifted learners more effectively
- Encourage AIG licensure and AP certification for other teachers in an effort to build capacity at school sites and extend the gifted learning pool
- Pursue locating AIG/Advanced Studies' funding whenever possible as an incentive to reimburse tuition costs for AIG and other related costs associated with AP Institutes set by the College Board when possible (See Appendix for Prior Approval Form for Tuition Reimbursement)
- Provide professional development opportunities to the general teaching population whenever possible about such topics related to more effective gifted teaching as differentiation, acceleration, enrichment, and extension methodologies
- Promote differentiation strategies especially in classrooms not homogeneously AIG but instead cluster-grouped with AIG learners particularly for those courses other than English/language arts/communication skills/reading and/or math

Planned Sources of Evidence: Planned sources of evidence include this:

- Data supporting teachers of AIG licensure and/or AP certification

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: Results from the county administrator online survey from 2012-2013 indicated that 57.15% of those who responded always/often felt that the gifted or advanced studies' teachers had access to professional development in AIG or gifted studies' education or in incorporating college-level courses. Another finding showed that 61.91% of those same administrators always/often felt that their teachers in general had access to professional development in differentiated instruction while 52.38% of them always/often felt that their general education teachers had access to professional development in addressing the needs of diverse populations. These percentages underline the perceived need to reassess the professional development offerings and especially their

impact and follow-up. Nearly all of the professional development sessions scheduled during the 2012-2013 School Year and held on workdays were related directly to the Common Core in some fashion. AIG and AP teachers were expected to participate in specific content sessions, such as English or a math course. There were few opportunities, except at scheduled quarterly meetings, and no extra funding available in the professional development budget for in-depth training on such topics as the best practices of gifted learning and teaching. District initiatives were well considered and most could be aligned to AIG learning. They tended to focus on the following topics for professional development from August 2012-March 2013: increasing student reading literacy and mastery, understanding how to interpret and use data collection sources, incorporating various types of technology into the Common Core, using different assessments for formative and summative evaluation, stressing cognitive rigor in content teaching, understanding the Teacher Evaluation Instrument, emphasizing leadership training, implementing effective discipline strategies and behavior management plans using Positive Behavior Intervention and Support or PBIS, developing lesson plans and differentiation strategies, understanding and teaching academic language, using teacher video procedures for coaching and evaluation, understanding and using Revised Bloom's Taxonomy in teaching, applying arts integration into the Common Core in all courses and at all levels, implementing writing strategies and programs, being aware of safety and crisis intervention plans, emphasizing critical thinking and problem-solving using new and real-world situations, using curriculum mapping for common themes and topics in content areas for reinforcement, working with small groups, and teaching Common Core content course strategies and aligned standards. Although all of these professional development topics are central to the education process, it is necessary to find common time to align specific professional development with local AIG program goals and other district initiatives.

Goals: Goals for this practice include the following:

- To create a network of professional development opportunities for AIG and/or AP teachers using but not limited to AIG regional meetings and retreats, the annual UNCW AIG Mini-Conference, the NCAGT annual state conference, the ECU annual AIG Conference, AIG quarterly meetings, AP Institutes and Refresher Seminars sponsored by The College Board, and specific seminars and symposiums focusing on best practices for gifted learners
- To build capacity for AIG teacher trainers to present AIG-related topics to colleagues whether AIG or not at school staff meetings, AIG meetings, general district professional development sessions, state conferences, and regional meetings
- To recommend a portion of the state-allocated AIG funding be set aside for a line item to be used to send a certain number of AIG and/or AP teachers to region and/or state meetings or conferences if possible
- To recommend a portion of local funding be used to send AP teachers to The College Board-sponsored Institutes and/or Refresher Workshops if possible (See Appendix for Prior Approval Form for Tuition Reimbursement)
- To encourage AIG and AP/Honors' teachers' participation in local district professional development offerings that address such gifted learning strategies as the following: differentiation, creative lesson planning using differentiation and tiered learning or scaffolding, student products based on choice and risk taking, collaborative grouping, acceleration strategies, enrichment models, engagement practices that stress individualization, independent studies, RtI(Response to Intervention)Models, the Revised Bloom's Taxonomy especially in questioning strategies, intellectually gifted recognition and service options, understanding the characteristics of giftedness for teaching and identification, and addressing the underserved populations in the gifted arena

- To have more flexibility in scheduling AIG and/or AP professional development sessions that address matters related to the BCS AIG Plan

Description: This practice will focus on the following:

- Incorporate more time to mini-sessions about various AIG-related topics at AIG meetings
- Continue to share professional literature about current trends and practices in AIG and AP with colleagues
- Consider instituting book talks about professional readings/books on AIG matters on Moodle, in Webinars, or at scheduled meetings, or other technological or face-to-face venues
- Schedule authorities on AIG issues from other LEA's, DPI, or universities to meet with BCS AIG and AP teachers whenever possible
- Present professional development aligned with the district plan to teachers in the county
- Meet with school and central office administrators about AIG matters for clarification and compliance concerns

Planned Sources of Evidence: Planned sources of evidence include these:

- Professional development rosters, agendas, minutes
- Schedule of professional development presenters addressing AIG and/or AP matters
- Samples of professional literature about AIG
- Agendas, minutes from meetings where the AIG Director or AIG teachers would participate in matters relating to AIG
- Agendas, notes from conferences, workshops, and other sessions related to AIG learning

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: The Common Core and NC State Standards merge the state expectations for learning with that of the nation. School administrators responded on online Zarca surveys in 2012-2013 that they always/often felt that both their AIG and regular teachers did not have proper access to professional development that addressed giftedness (57.15%), differentiated instruction (61.91%), or diverse learners(52.38%). These fairly low percentages, which were under 62% in each category, underlined the perceived need to reassess the district's professional development offerings and especially their impact and follow-up. Nearly all of the professional development sessions scheduled during the 2012-2013 School Year and held on workdays were related directly to the Common Core in some fashion. According to the findings of the online survey of AIG teachers, 96.29% of those who responded always/often felt that they addressed the Common Core State Standards in challenging ways that engaged, enriched, and accelerated gifted learning. That high percentage definitely contradicted the percentages provided by their school administrators. AIG and AP teachers were expected to participate in specific content sessions, such as English or a math course. There were

few opportunities, except at scheduled quarterly meetings, and no extra funding available in the professional development budget for in-depth training on such topics as the best practices of gifted learning and teaching. Although district initiatives were well considered and most could be aligned to AIG learning, the focus on 21st Century skills and content at advanced levels seemed to be lacking. These areas should be the focus as the district continues to implement Common Core as the centerpiece for its instruction standard.

Goals: Goals for this practice include the following:

- To research available course work opportunities through local colleges and universities as well as on The College Board Website
- To research available professional development opportunities at the local, regional, and state levels
- To establish a network of sharing resources and current related literature for AIG specialists/teachers, AP/Honors' teachers, regular education teachers, Exceptional Children's teachers, and other support personnel, such as the school curriculum specialists or instructional coaches
- To collaborate with the BCS Professional Development Coordinator about setting up professional development sessions dealing with 21st Century skills and content at advanced levels (See Appendix for Gifted Education, Common Core Standards, and 21st Century Skills' Form)

Description: This will be a focused practice using the following:

- Present professional development sessions based on 21st Century skills and content at advanced levels at scheduled district PD (professional development) sessions open to all general education teachers or at AIG meetings specifically designed for AIG teachers
- Brainstorm a list of 21st Century skills and content at advanced levels that AIG and Advanced Studies' teachers consider essential for gifted learning
- Consider assigning one or more of these brainstormed AIG topics to particular AIG and/or AP teachers who might volunteer for future presentation in a mini-session after they research to become more adept at understanding the goal and strategies for presentation
- Research the Common Core 21st Century skills and content at advanced levels to verify that those goals are all covered in district PD sessions (See Appendix for Gifted Education, Common Core Standards, and 21st Century Skills' Form)

Planned Sources of Evidence: Planned sources of evidence include these:

- Professional development rosters, agendas, minutes
- AIG meeting agendas and rosters
- Listing of recommended resources for addressing 21st Century skills and content at advanced levels

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: In the online survey of 2012-2013, 61.91% of school administrators always/often felt that their regular classroom teachers had planning time to work with gifted or advanced studies' teachers or those teachers teaching college-level courses while 96.29% of AIG teachers always/often felt that they had addressed the Common Core State Standards in challenging ways that engaged, enriched, and accelerated their students through gifted learning. These two percentages attained from the online survey data definitely show a chasm of views. However, this divergence only seems to add credence to the notion that AIG specialists or teachers need time to plan, implement, and refine applications of their professional development learning. In fact, one feeling that emerged from the many professional development offerings held during the 2012-2013 school year was that even with excellent topics being addressed in those work sessions, there was not adequate time to reflect, implement, or follow-up. Not having enough time provided for teachers to collaborate on professional development learning is a formidable constraint or real barrier that should be a matter upon which to focus.

Goals: Goals for this practice include the following:

- To propose professional development sessions that feature vertical and/or horizontal teams in order to have more time in order to focus entirely on planning, implementing, and refining applications of learning
- To recommend that school faculty meetings should periodically be devoted to groups of teachers working together to share ideas for applications of learning that could be included in future professional development sessions
- To schedule common planning periods as much as possible with AIG or AP/Honors' teachers with regular general education teachers who teach the same course but possibly at different levels to interact and exchange ideas
- To allow teaming among teachers for particular purposes, such as cross-curricular units, thematic lessons, arts integration approaches, learning centers, subject acceleration, or cooperative groups employing varied learning styles or incorporating multiple intelligences

Description: This is a practice on which to focus according to the following:

- Research gifted educational opportunities through the national gifted organizations
- Research gifted educational opportunities through noted universities which specialize in gifted educational research and program applications, such as The College of William & Mary, the University of Connecticut, Duke University, the University of Iowa, The College Board listing of AP Institutes and Refresher Workshops and Seminars, etc.
- Conduct regular professional development on specific topics or issues pertaining to the gifted at county quarterly AIG meetings
- Inquire into programs that are offered online or through webinars which enable participants to keep current on best practices for gifted learners
- Share best practices for gifted learners through professional development sessions, school faculty meetings, or PLC's
- Determine ways that individual schools can encourage collegial sharing of ideas addressing the planning, implementing, and refining of PD

Planned Sources of Evidence: Planned sources of evidence include these:

- List of PD opportunities
- Rosters, agendas, and/or minutes of teacher meetings in PD sessions, PLC's, faculty meetings, etc.

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: BCS AIG current plan implements and delivers services which are comprehensive to the academic needs of gifted learners through such homogeneous classes as English/language arts/communication skills/reading and/or math, through cluster groupings of AIG students in other regular general education courses, or in AP or Honors' classes or independent studies' groups; however, unfortunately, this plan does not address the intellectually gifted at the same intensity. There remains a need to develop a more comprehensive program that will meet the needs of those learners who exhibit intellectual giftedness through such possible avenues as, but not limited to, fine arts, technology, content-enriched opportunities, interest portfolios, and possibly even athletic endeavors. Further, continuing to bring awareness about and address the social and emotional needs of gifted learners across all grade levels and settings is an important area on which to focus in order to instill a sense of belonging and self-worth for excelling.

Goals: Goals for this practice include the following:

- To locate resources and ideas through organizations, such as, but not limited to, the NCAGT (NC Association of the Gifted and Talented), local colleges and universities, and a network of professionals in the Guidance and in Exceptional Children's Departments, for providing insight for teachers in recognizing the social and emotional needs of gifted learners
- To discover and share more information about the SENG (Supporting the Emotional Needs of the Gifted) organization and how it might help district AIG teachers and possibly parents/families of the gifted
- To build a resource library of supplemental books and research articles and journals addressing one or more of these areas: the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings
- To deliver professional development sessions based on addressing the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings
- To develop a nurturing program for K-3 students in all district elementary schools (See Appendix for Nurturing Tips and Overview of Nurturing Program)
- To research methods to identify and then serve adequately the needs of intellectually gifted students (See Appendix for 12 Traits of Giftedness, Ten Things Teachers Need to Know about Gifted Students, and AIG Common Myths and Their Subsequent Truths)

Description: This practice is considered a focus one concentrating on the following:

- Conduct annual or more frequent surveys if needed to provide feedback to assess gifted services

and plan evaluation as it addresses the academic, intellectual, social, and/or emotional needs of gifted learners across all grade levels and settings

- Gather data from school discipline reports about school suspensions and dropouts, especially at the middle-school and high-school level in order to target AIG student concerns so that a personalized, proactive plan of action can be developed (See Appendix for Semester Documentation Chart for OSS, etc.)
- Gather empirical data as allowed from all levels about gifted students to develop a plan of action when warranted through observations (See Appendix for Action Plan/Conference Form)
- Encourage gifted learners' input whenever student choice can be allowed in reference to assignments and types of settings for course work
- Research more about IG (Intellectually Gifted) identifiers and appropriate service options through sharing with sister LEA's, experts in that field, or reference books
- Prepare professional development sessions via teacher presenters or AIG Director after intense research has been done on the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings

Planned Sources of Evidence: Planned sources of evidence include these:

- Annual survey forms and results
- List of resources that address the academic, intellectual, social, and emotional aspects of giftedness
- Data results from empirical observations, school discipline reports, and dropout statistics about AIG students
- Rosters, agendas, and minutes from relevant professional development sessions about the academic, intellectual, social, or emotional needs of gifted learners across all grade levels and settings
- Nurturing plans and possible resources for each elementary school

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, the BCS AIG Plan aligns AIG programs and services with the subject areas of English/language arts/communication skills/reading and/or math in correlation with the NCSCOS/Common Core by developing a differentiated educational plan for identified gifted learners. The program's goals are considered Public Information and are available upon request or can be located on the BCS AIG webpage on the BCS website or in a shortened reader-friendly brochure version available at all school sites as well as at the Board of Education. The AIG Plan shows identification procedures using multiple criteria for placement, service options, and resources available for gifted learners. In addition, 76.20% of county administrators on the online survey conducted in 2012-2013 always/often felt that AIG students' parents understood the purpose and

expected outcomes of their school's gifted or advanced studies' program while they also always/often felt that 71.43% of their regular education teachers also understood the purpose and expected outcomes of their school's gifted or advanced studies' program. To a greater extent, those administrators always/often felt that 90.47% of their gifted or advanced studies' teachers understood the purpose and expected outcomes of their school's gifted or advanced studies' program. These findings show that the AIG programs and services are aligned with each area of AIG identification, program goals, and LEA resources.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Use curriculum compacting as needed
- Form subject or theme grouping for acceleration and/or enrichment
- Allow independent study
- Schedule AIG students into Honors' and Pre-Advanced Placement Classes
- Schedule AIG students into Advanced Placement (AP) Courses
- Consider dual or concurrent enrollment or virtual high-school enrollment
- Employ Consultative Services as warranted according to the AIG guidelines
- Permit independent studies for individual AIG students
- Encourage collaborative groups
- Consider grade skipping/telescoping judiciously as warranted
- Encourage mentorships or internships where applicable
- Conference with students, parents/guardians, and counselors to develop a four-year high-school plan
- Meet at least once or more a year to complete a DEP (Differentiated Education Plan) on each AIG student (See Appendix for Placement and DEP Form; and Accountability, Assessment, and Learning Growth for Gifted Students)
- Consider applying for Early College entry if that particular school site appears to be the most appropriate educational setting for a particular student's needs

Planned Sources of Evidence: Planned sources of evidence include these:

- Official AIG Headcount presently done in April via NCWISE and later PowerSchool that will indicate which students are receiving AIG services through identification, the AIG-identified areas per AIG student, and the type of services being received
- Report cards noting the AIG specialist as the teacher of record for the subject area of identification
- Course work completion and grade
- Consultation logs
- Student products or artifacts
- High-school semester schedule showing Pre-AP, AP, and Honors' courses as well as Pre-AP, AP, and Honors' teachers of record

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: BCS will continue to deliver AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice according to the NCSCOS/Common Core specifically for English/language arts/communication skills/reading and/or math by developing advanced curricula and enrichment activities that enable gifted students to excel in those courses as well as in Pre-AP, AP, and Honors' courses at the high-school level. In addition, other courses, such as science and social studies, will have AIG cluster groups and possibly pull-outs when appropriate with AIG and regular general education teachers collaborating. Students in those settings will receive differentiation to address gifted learning and engagement. Regardless of the educational setting, such research-based best practices as arts integration will be encouraged as a strategy to address learning styles, multiple intelligences, brain-based learning, cross-curricular teaching and reinforcement, as well as creative intelligences. Consequently, the AIG programs and services are viewed as integral and connected to the total instructional program of BCS in both policy and practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This is a maintained practice using the following:

- Aid students to progress in AIG-identified course areas through differentiated strategies that are clear, consistent, and comprehensive
- Encourage AIG students to enroll in challenging course work, such as Pre-AP, AP, or Honors' classes, in high school
- Discuss other options for AIG students who qualify for compacting classes, earning Course Credit by Demonstrated Mastery criteria when details are made known, shared programs online, concurrent or dual enrollment, virtual high-school enrollment, independent study, mentorships, internships, service learning, and others
- Offer professional development opportunities when available for all AIG and AP personnel and other interested general education personnel to develop and maintain consistency throughout the BCS AIG program
- Determine in what area acceleration, enrichment, or engagement will align to enrich the needs of gifted students regardless of class assignment
- Develop and implement AIG programs that will enhance and enrich the NCSCOS/Common Core by addressing gifted characteristics and best practices in gifted services for gifted children

Planned Sources of Evidence: Planned sources of evidence include these:

- Units developed and placed on the K drive (shared drive for all AIG teachers) and/or distributed for implementation in the AIG program throughout the county
- Honors', Pre-AP, and AP coursework aligned with state-approved guidelines and The College Board policy when dictated

- Professional development agendas, rosters, and minutes
- Student products or artifacts
- DEP AIG student conference notes (See Appendix for Placement and DEP Form)
- Report cards or transcripts of AIG students

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: BCS specialists or teachers and the AIG District Director will determine an appropriate venue for informing all stakeholders including teachers, school administrators, and the support staff about the delivery of differentiated services and instruction for AIG students, gifted education regulations, and the local AIG program and plan. The general BCS AIG list of service options for the differentiation of services and instruction for gifted learners is available online on the BCS AIG webpage on the BCS website and can also be obtained in hard copy upon request. Teachers, administrators, and support staff at each individual district school will be made aware of the availability of this plan at the beginning of each school year. AIG brochures in English and Spanish, which offer a reader-friendly shortened plan version, will also be placed at each school site and at the Board of Education for those wishing a copy. (Copies translated into other languages will be available upon request if possible.) Further, AIG teachers will review class placement as needed to confirm that AIG-identified and AIG candidates are placed in the appropriate homogeneous class settings in English/language arts/communication skills/reading and/or math at the elementary- and middle-school levels. In addition, a limited number (typically 1-3) of principal-approved Talent Pool students may also be included in the AIG class based on specified criteria noted on the Principal Waiver Recommendation Form. Further, communication about the nurturing plan developed at individual district elementary schools will continue to be essential as students are observed and selected for being included in that program, which will recognize and help cultivate high achievement, critical and creative thought processes, and giftedness.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This is a maintained practice employing the following:

- Continue to devise, develop, and maintain adequate training through professional development when possible or through staff meetings for general education teachers who do not meet AIG-licensure course work requirements, such as that concerning information about recognizing gifted characteristics, differentiation strategies, and gifted best practices
- Provide information about regulations and legislation pertaining to gifted learners to all teachers, school administrators, and support staff at information sessions (See Appendix for Article 9B Information and AIG Legal Background Information Form)
- Confer with the school's Data Manager to verify that AIG-identified students are classified as such in

the appropriate area(s) on NCWISE and later in PowerSchool or other student entry database

- Provide a replacement AIG folder including all relevant AIG forms, especially service options and the DEP for those AIG-identified students who do not have such folders (See Appendix for AIG Replacement Folder Form)
- Prepare periodic reports about the elementary schools' nurturing programs and review their progress

Planned Sources of Evidence: Planned sources of evidence include these:

- BCS AIG policy and procedures' manual
- Training policies and procedures
- Training agendas, rosters, and minutes
- Professional development rosters, agendas, and minutes
- Replacement AIG folder forms
- Nurturing program notes and plan per elementary school (See Appendix about Nurturing Tips and Overview of Nurturing Program)

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: To ensure communication for an effective continuation of K-12 services among and between teachers and schools, BCS AIG specialists or teachers will develop a vertical team to evaluate the needs of the gifted learner at key transitional periods (3rd to 4th grade, 5th to 6th grade, 8th to 9th grade) as well as at other grade points when needed to promote more student success and self-efficacy. In addition, AIG teachers are encouraged to note key concerns about AIG students and services needed when AIG folders are transferred from one school level to the next, such as from elementary to middle and from middle to high. Another source of important notation is that provided annually on the DEP Conference Form. Communication about the nurturing programs at elementary schools addressing K-3 will also be viewed as a key transition time for cultivation of giftedness and extended learning. This communication will also be a part of all AIG Quarterly Meetings and other meetings as needed. As a result, more effective communication will be a focus between teachers and schools.

Goals: Goals for this practice will include the following:

- To communicate through vertical teaming an evaluation of gifted learner needs for each AIG student, especially at key transition points
- To check on the progress of AIG students at the beginning, middle, and end of the school year to ensure those students are transitioning to the next level effectively through such means as the DEP and Transfer Folders (See Appendix for Placement and DEP Form and Transfer Folder Form)
- To collaborate with fellow AIG teachers at school site meetings, such as PLC's, or at quarterly AIG meetings on how to better ensure the flow of relevant student information
- To encourage use of the Share Drive (K) for the sharing of information vital for continuation of K-12

services

Description: This is a focus practice using the following:

- Schedule meetings as needed to share ideas about the progress of AIG students
- Share strategies for transitional success via the K-Drive
- Brainstorm key points and strengths of individual elementary schools' nurturing programs with other colleagues (See Appendix for Nurturing Tips and Overview of Nurturing Program Form)
- Review growth records using testing results and report card grades when assessing AIG students' ability to achieve as they progress at the different levels and especially at key transition points
- Include on AIG students' DEP's any issues with transition points or other challenging concerns (See Appendix for Placement and DEP Form)

Planned Sources of Evidence: Planned sources of evidence include these:

- Vertical teaming rosters, agendas, or minutes
- AIG report cards and testing results
- Meetings about nurturing programs at elementary schools
- Shared information via the K-Drive or possibly the WIKI or potentially a newsletter or resource list for parents
- AIG students' DEP's

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: County administrators responded on their online Zarca survey in 2012-2013 that 61.91% of them always/often felt that their regular classroom teachers had planning time to work with gifted or advanced studies' teachers. This finding is indicative of the fact that meeting regularly is most difficult considering the time constraints and non-negotiables at every school level. However, because there is a need to ensure this collaboration and involvement among regular and AIG/AP/Honors' education teachers, Exceptional Children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services, it is incumbent upon all stakeholders involved to find workable solutions to do so.

Goals: The goals of this practice are the following:

- To express the need to collaborate among the key stakeholders at the school and county levels who can make those opportunities more viable
- To use the quarterly AIG meetings, school-level staff development, planning time available, PLC's, DEP meetings, conference phone calls, possibly webinars or live streaming, and AIG school team meetings to provide opportunities for enhanced collaboration

- To determine if certain AIG students might be twice-exceptional by consulting with Exceptional Children's Director and teachers

Description: This is a focused practice employing the following:

- Schedule general times for collaboration and shared involvement in various meeting sessions
- Prepare written reports including areas of concern, areas of strength or accomplishment, questions, suggestions, and other pertinent references to distribute to the key stakeholders needing to collaborate
- Schedule DEP's to include as many stakeholders as needed, including the student, to review the AIG student's progress using specific, measurable comments (See Appendix for Placement and DEP Form)
- Evaluate possible twice-exceptionalities as needed
- Determine other service options tapping interest levels, learning styles, and people skills
- Consider professional development sessions related to differentiation strategies and collaboration skills

Planned Sources of Evidence: Planned sources of evidence include these:

- Collaboration meeting notes and rosters of those in attendance
- Copies of DEP's with signatures of those in attendance
- Teacher schedules
- Professional development calendar

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: County administrators expressed on their online surveys in 2012-2013 that only 52.38% of them always/often felt that their teachers had access to professional development in addressing the needs of diverse populations while 100% of AIG teachers who responded to their online surveys always/often felt that they were sensitive to the social and emotional needs of their gifted students. Results from the AIG parent survey in the same year yielded the following: 90.75% of those AIG parents always/often felt that their gifted children felt understood and accepted by their AIG teacher(s); and, in like manner, 91.71% of AIG students always/often felt that they were understood and accepted by their AIG teacher(s). Similarly, 89.59% of those same AIG parents always/often felt that their gifted children were respected and that their children's unique and special needs and skills were encouraged while 86.74% of their AIG children always/often agreed. Further, 92.82% of those AIG students always/often felt accepted by their peers or fellow students whether they were considered gifted or not. All but the first percentile including county administrators listed above reflected favorable feelings of self-worth and acceptance; however, it is essential that the social and emotional needs of all AIG students are being addressed in positive, sensitive ways.

Goals: Goals for this practice include the following:

- To gather and compare behavior trends and disciplinary records of BCS AIG students especially in regard to suspensions or dropping out of school to their same age peers to determine areas or "red flags" to address proactively (See Appendix for Semester Documentation Chart for OSS, etc.)
- To research barriers or obstacles that might serve to inhibit or isolate under-represented student subgroup populations in the AIG-identification process and brainstorm ways to combat those constraints (See Appendix for Checklist to Identify Underachievers)
- To target intervention efforts, such as extra support in organization skills and Cornell Note-taking as well as interventions in addressing underachievement, low self-esteem, poor work skills, insufficient individualization, apathy, lack of initiative and responsible actions, as well as inappropriate interpersonal and intrapersonal skills to be discussed in curricular settings and elsewhere when possible
- To be aware of AIG students' possible social isolation among peers, especially with gifted White girls and African-American boys as well as those considered extremely gifted with IQ's of 170 or higher (research by Brown and Steinberg, Ford, Janos and Robinson, and Gallagher in late 1990's and early 2000's) and determine how to address negative self-concepts (See Appendix for Checklist to Identify Gifted Underachievers)
- To encourage psychologically non-threatening class environments that value independent thought and action, shifting the focus of learning to each student's personal interests and motivations with reasonable limits for experimentation and risk-taking
- To incorporate collaboration and team-building in curricular endeavors to develop social skills through mutual respect and accountability
- To foster creativity in multiple settings and domains in order to allow individuals to realize their own self-worth and contributions towards innovation and non-traditional findings through critical thinking and problem-solving in both the nurturing program of K-3 as well as the AIG program in the higher grades
- To help perpetuate the notion of becoming more tolerant of others as those students attempt to "fit in" without stereotyping, especially those gifted students who might also have social, emotional, physical, or medical problems or disabilities
- To research SENG (Supporting the Emotional Needs of the Gifted) organization and share findings with parents/families as well as the AIG staff
- To discover after-school, summer, or concurrent programs that challenge the gifted in various directions determined by ability, interest, talent, learning preference, physical or athletic abilities, or intellectual curiosity and make the opportunities known to the AIG student population

Description: This practice is one on which to focus via the following:

- Establish an environment in which parents of talented (gifted) children can receive support, guidance, and professional advice through discussions with other parents and trained leaders (SENG Objective)
- Brainstorm parenting skills to nurture the self-concept and emotional development of talented (gifted) children and their families (SENG Objective)
- Consider holding AIG parent sessions on such topics as the following: characteristics of gifted children; myths of gifted children; communication: keys to relationships; motivation and enthusiasm with the gifted; underachievement; discipline and self-management; gifted intensity, perfectionism, and stress; idealism, unhappiness, and depression; acquaintances, friends, and peers; gifted with siblings and being the only children; values, traditions, and uniqueness; effective advocacy; and the

complexities of successful parenting (See Appendix for 12 Traits of Giftedness, Common Myths and Their Subsequent Truths' Form, and Parent Contact Form)

- Share research and resources with all stakeholder groups from such writings as "The Social and Emotional Development of Gifted Children" edited by Neihart, Reis, Robinson, and Moon in 2002; "The Practical Strategies Series in Gifted Education: Social & Emotional Teaching Strategies by Ferguson, 2005; and "Is Gifted Education a Bright Idea? Assessing the Impact of Gifted and Talented Programs on Achievement and Behavior" by Bui, Craig, and Imberman, 2011
- Distribute copies of such realistic booklets as "The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011

Planned Sources of Evidence: Planned sources of evidence include these:

- Copies of resource books and research findings including web links
- Scheduled meetings and information sessions with rosters, agendas, handouts, or minutes
- Discipline and dropout data collections from county report

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: When it is documented through aptitude testing, achievement testing, IQ testing data, or some other accepted means that a student needs accelerative instruction or placement options, the regular education teacher, AIG specialist or teacher, the parent, the external support specialist, and/or the guidance counselor will collaborate to discuss the collected body-of-evidence. This body-of-evidence might include work samples, portfolio entries, observation notes, an interview, a video tape, a psychological assessment, and/or advanced course work. The collaborative group will determine which accelerative instructional and placement option might be considered for an individual gifted learner. Moreover, results from the county administrator online survey (2012-2013) showed that 85.72% of them always/often felt that their gifted or advanced studies' teachers had access to accelerated curriculum that advanced learning for their gifted or advanced studies' students. 76.19% of those same administrators always/often felt that their teachers also accepted students with high ability whose academic skills required extension or acceleration and provided that for them whenever possible. The BCS AIG Plan believes firmly in accelerative strategies when appropriate and will maintain that process equitably.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following:

- Secure resource support
- Consider such accelerative strategies as curriculum or subject compacting, grade skipping/telescoping, cross grade-level grouping, independent study, differentiated learning centers,

seminars, Course Credit by Demonstrated Mastery when details are developed, concurrent or dual enrollment, online or virtual high-school course work, mentorships, internships, and Early Entry into Kindergarten for those not yet AIG-identified but displaying possible AIG or highly capable characteristics that meet the specified list of multiple criteria used for that advanced placement (See Appendix for Early-Entry Kindergarten Packet and Course Credit by Demonstrated Mastery Draft Form)

- Examine the body-of-evidence for individual gifted learners
- Consider entry into nurturing programs at elementary schools for those not yet necessarily AIG-identified but displaying possible characteristics of high achievers or AIG (See Appendix for Nurturing Tips and Overview of Nurturing Program)
- Discuss opportunities, such as those from seminars, Skype, or webinars, that enrich and/or extend learning

Planned Sources of Evidence: Planned sources of evidence include these:

- Documented evidence of support provided by resource teachers
- Rosters showing students in attendance at cross grade-level grouping
- Portfolio examples from students involved in curriculum or subject compacting
- Portfolio examples from students involved in independent studies and confirmation from the mentor of project completion
- Examples of Differentiated Learning Centers
- Attendance rosters for seminars, webinars, and Skype classroom instruction
- Body-of-evidence samples

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Findings from the online Zarca survey (2012-2013) indicated that only 66.67% of county administrators always/often felt that their culturally and/or linguistically diverse gifted or advanced studies' students or those taking college-level courses received gifted services at the same level and amount of time as the other students. Findings from another survey belief statement indicated that only 52.38% of county administrators always/often felt that their teachers had access to professional development in addressing the needs of diverse populations. Those two percentage responses clearly show a concern for providing intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. In addition, there is a wide divide between the number of under-represented AIG students in grades 4-12 of 19% Non-White (11% African-American or Black, 4% Hispanic, 3% Multi-Racial, and 1% Other) as compared to the traditionally represented group, which is 81% White, out of an official headcount of AIG students of 1130 in April 2012. The

percentage of AIG as compared to the BCS total student population in grades 4-12 is approximately 9% for 2012, a little lower than the NC state average. The percentage of White as compared to Non-White in that total student population range nearly mirrors that percentage of AIG White as compared to Non-White in the AIG Headcount. A comparable percentage of ethnicities also was noted in the most recent 2013 April Headcount, which did reflect an increase overall of 13 AIG-identified students from 1130 to 1143. Regardless, cultivating giftedness in all student populations whenever possible will remain an important focus for the BCS AIG program.

Goals: Goals for this practice include the following:

- To provide differentiated services to gifted learners in other content areas when possible or through such alternative placements as mentorships, independent studies, internships, or collaboration with other internal and/or external resources as funds become available
- To collaborate with other staff to gather information relating to intellectually gifted characteristics in creative, artistic, or other types of areas or to look at other content areas for academic or intellectual excellence
- To confer with other staff and particularly the ESL (English as a Second Language) and EC (Exceptional Children's) staff to address children who may have language, ethnic, or cultural needs or various types of disabilities that should not discount their being identified with AIG characteristics as well to be considered twice-exceptional (See Appendix for Alternative Evaluation Form)
- To be aware of the constraints of the law for confidentiality with Child Nutrition as it relates to those students who are considered economically disadvantaged (free and reduced lunch eligibility) so that classification does not discourage the recognition of AIG characteristics from which to nurture
- To be aware of those AP (Advanced Placement) students whose economic status could prohibit them from being able to take AP exams for possible college credit in order to take advantage of federal grants (USED) or other funding resources if available to lower or possibly eliminate the costs of those exams for that group
- To be sensitive to disadvantaged children particularly those at an early age when working with K-3 in the elementary schools' nurturing programs by including them as much as possible in order to cultivate giftedness and enrich their overall learning experiences (See Appendix for Nurturing Tips and Overview of Nurturing Program)
- To provide opportunities for CLD (Culturally and Linguistically Diverse) Learners through various techniques

Description: This practice is one in which to focus based on the following:

- Research possible methods and programs for considering nurturing programs on the middle- and high-school level while focusing on the under-represented student populations
- Encourage schools to host programs using approved volunteers being assigned to certain under-represented students to promote characteristics and skill sets needed for more rigorous academic success
- Collaborate with teachers working with the under-represented AIG populations to help construct more engaged, enriched curriculum that challenges and motivates (See Appendix for Checklist to Identify Underachievers)
- Encourage professional development that promotes awareness of the needs of students with multiple exceptionalities or who have culturally and ethnically diverse backgrounds so that those needs can be met more equitably, such as Payne's "Framework for Understanding Poverty" (Payne's website: <http://www.ahaprocess.com>)

- Investigate having artists-in-residence, athletes, or speakers come to the school or class who may have overcome a disadvantage or disability they once had as a member of an under-represented AIG student group to share their future success as a role model
- Consider scheduling field trips for this student under-represented group to various NC areas, such as museums, galleries, or historical or tourist sites, where someone from an under-represented AIG population overcame disadvantages to become successful as a role model
- Read supplemental research-based books about the under-represented AIG populations, such as "The Practical Strategies Series in Gifted Education: Working with Gifted English Language Learners" by Matthews, 2006); The Practical Strategies Series in Gifted Education: Teaching Culturally Diverse Gifted Students" by Ford and Milner, 2005); "Reversing Underachievement Among Gifted Black Students Second Edition" by Ford, 2011); "Effective Curriculum for Underserved Gifted Students: A CEC-TAG Educational Resource" by Stambaugh and Chandler, 2012), "The Practical Strategies Series in Gifted Education: Arts Education for Gifted Learners" by Cukierkorn, 2008); "The Practical Strategies in Gifted Education: Gifted Children With Autism Spectrum Disorders" by Neihart and Poon, 2009), and "The Practical Strategies Series in Gifted Education: Challenging Highly Gifted Learners" by Gilman, 2008)
- Review Title VI of the Civil Rights Act of 1964 in prohibiting discrimination based on race, color, and national origin within The Office for Civil Rights (OCR), a division of the US Department of Education that enforces five federal civil rights' laws prohibiting discrimination on the basis of race, color, national origin, sex, disability, and age while it promotes a national commitment to end discrimination in education programs and activities to encourage student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access
- Review Brown v. Board of Education in 1954 (court case emphasizing equality in education reform initiatives to be achieved with equity and a commitment to social justice)
- Implement strategies for CLD Learners, such as scaffolding through questioning and thinking models, acceleration with support, opportunities for real-world projects and problem-solving, communication techniques using meta-cognitive skills, curriculum intervention, classroom atmosphere promoting diversity, small group discussions on various life skills (i.e. time management and goal setting), community support groups and paraprofessionals, career counseling and mentorships, family sessions or parent meetings on being effective educational partners, multiple language offerings respecting all languages, and others
- Design a student questionnaire to provide feedback for developing needed programs or opportunities for all groups

Planned Sources of Evidence: Planned sources of evidence include these:

- General information about traditionally under-represented AIG populations, including possibly more specific data where permitted
- Schedule of potential field trips
- List of speakers, such as athletes, politicians, entrepreneurs, artists-in-residence, etc.
- Reference books on pertinent topics in the AIG Director's office to be checked out
- Professional development rosters, agendas, or minutes
- Collaborative meeting notes and rosters among and between various teaching personnel and others
- Rosters and notes from parent meetings or family sessions
- List of community support opportunities
- Information translated into Spanish or other requested language versions

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: According to the Zarca online survey (2012-2013), AIG teachers responded that 85.19% of them always/often felt that their students had opportunities to direct their own learning according to their interests, abilities, and learning preferences. Though fewer concurred, 66.67% of those same AIG teachers always/often felt that they encouraged independent projects that connected the curriculum to students' interests, abilities, and learning preferences. However, 100% of those AIG teachers always/often felt that they routinely adjusted their instruction in response to their students' learning needs when taking into consideration their acceleration opportunities. Also, 88.88% of those AIG teachers always/often felt that their gifted students had access to materials and resources that were relevant to their learning capacities. Further, 74.08% of those teachers always/often felt that they helped parents/guardians of their gifted students understand the special learning needs of their gifted children; and 81.48% of those teachers always/often shared information, resources, and opportunities with their gifted parents/guardians. In answer, 73.98% of AIG parents always/often felt that their children's AIG teachers provided information and resources to them that helped them understand the special learning needs of their gifted children, while 68.21% of those same AIG parents always/often felt their gifted children's other regular general education teachers (not AIG teachers) addressed their children's special learning needs at a higher level. 69.43% of AIG students concurred that they always/often felt their regular classroom teachers (not AIG teachers), like those in science social studies, fine arts, or physical education, also provided them challenging lessons and projects. 86.74% of those AIG students also always/often felt that their specific AIG teachers recognized their special and unique needs and skills, and 82.69% of those AIG students always/often felt that their AIG teachers took into consideration their different student needs and ability levels when assigning projects and other work. A final finding from the AIG student survey yielded that 83.24% of them always/often felt they were able to make choices in project selections and/or presentations in their AIG class(es) to demonstrate their particular learning styles or preferences. The vast majority of those online survey responses pointed out that the AIG program certainly does emphasize the different learning needs and interests of the AIG students. To that end, many extra-curricular programs and events are encouraged to enhance and further develop those special needs and interests.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice will be maintained through the following:

- Encourage extra-curricular programs and events as the following or others:
 - Children's Theatre
 - Local Sporting Events
 - Membership into Organizations, such as Boy or Girl Scouts
 - Musical Opportunities, such as special classes or ensembles, field trips, or fine arts'

campus, such as marching band, theatre, dance, specialty art classes, or choral groups

- Youth Groups from the church, community, or school
- Arts Alive, a countywide fine arts' program showcasing typically student acts from all levels
- Dance Teams
- School Athletic Programs
- School Club Activities
- Summer Ventures
- Duke TIP Programs
- NC Governor's School
- Battle of the Books
- Science Olympiad
- Odyssey of the Mind
- Debate Teams
- Oratory Competitions
- Math Fair
- Leadership Seminars
- Legislative Opportunities earning a place to serve as a page or a sentinel in Congress
- People to People
- Student Exchange Programs or Study Abroad
- All-County Honors' Band, Chorus, Theatre, and Dance Programs/Performances
- Scholastic Art Competitions and many other art exhibitions and contests
- Scholarship Academic or Leadership Programs and Incentives
- Community Service Programs or Service Learning Programs
- Distribute approved brochures which introduce and invite students to participate in extra-curricular community activities and beyond
- Announce and post extra-curricular activities in designated areas at the school site and elsewhere in the community
- Use various forms of media, such as the newspaper, radio, and Connect Ed (a countywide communication delivery system) to communicate extra-curricular opportunities and their requirements

- Consider incorporating summer reading programs, academic camps, AP introductory workshops, and other engaging venues when funds are available

Planned Sources of Evidence: Planned sources of evidence include these:

- List of posted or announced extra-curricular activities or opportunities
- Samples of brochures or flyers of extra-curricular activities or opportunities

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Results from the online surveys (2012-2013) showed that 100% of AIG teachers always/often felt that they were sensitive to the social and emotional needs of their gifted students; 74.08% of them always/often felt that they helped parents/guardians of their gifted students understand the special learning needs of their gifted children; and 81.48% of them always/often felt that they shared information, resources, and opportunities with the parents/guardians of their gifted students. Likewise, 73.98% of AIG parents always/often felt their children's AIG teachers provided information and resources to them that helped them understand the special learning needs of their gifted children; 94.80% of them always/often felt that their gifted children received appropriately challenging curriculum in their AIG classes; 93.65% of them always/often felt their gifted children felt understood and accepted by their AIG teachers; 89.59% of them always/often felt the AIG program at their gifted children's school respected and built on their children's unique and special needs and skills; 96.53% of them always/often felt that the AIG teachers at their gifted children's school appeared to be qualified to teach their gifted children; and 90.75% of them always/often felt that they were generally pleased with the AIG program at their gifted children's school. From the gifted students' perspective came the following results: 81.58% of them always/often felt that their AIG teacher helped them understand in what ways they were gifted or for what reasons they had been placed in the AIG classes at that time; 79.74% of them always/often felt that they were challenged in their AIG classes; 91.71% of them always/often felt understood and accepted by their AIG teachers; 86.74% of them always/often felt that their AIG teachers recognized their special and unique needs and skills; 82.69% of them always/often felt that their AIG teachers took into consideration the different gifted student needs and ability levels when assigning projects and other work; and, finally, 92.82% of those same AIG students always/often felt accepted by their peers or fellow students whether they were considered gifted or not. Those various percentages of findings from the online surveys certainly indicate that a high percentage of AIG teachers, parents, and students felt they had developed a positive relationship that was intentional and meaningful that supported the academic, intellectual, social, and emotional needs of AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following:

- Conduct annual surveys to provide feedback to assess gifted services and plan evaluation
- Publicize the academic, intellectual, athletic, and artistic awards, honors, and recognitions that AIG students earn during the course of the school year
- Distribute the following handbook or something similar to parents/guardians that addresses the social and emotional issues of gifted children through authentic examples of AIG-identified children:

"The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011

- Make parents/guardians aware of relevant websites and other resources and programs that will give additional insight into the academic, intellectual, social, and emotional needs of AIG students
- Share resources and websites with AIG students and parents that will provide them with supplemental information about their student's AIG identification and the AIG program (See Appendix for Frequently Asked Questions for AIG Advanced Studies)
- Meet with parents/guardians, students, and interested community stakeholders at information sessions, Open Houses at school sites, PTA/PTO meetings, Board of Education meetings, and/or other venues to discuss the AIG program and particularly the academic, intellectual, social, and emotional needs of AIG students and how to address those needs
- Prepare presentations about the current AIG plan before the BCS Board Curriculum Committee and the full Board of Education at its monthly meetings when appropriate and provide periodic updates as requested

Planned Sources of Evidence: Planned sources of evidence include these:

- Annual survey forms and results
- List of presentations at various meetings
- Roster and agenda or minutes of such meeting presentations
- Copy of such booklets or handbooks as "The Joy and the Challenge: Parenting Gifted Children: Readings & Resources" by SENG, 2011 at school sites and at the Board of Education

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: On the 2012-2013 online survey, 76.20% of the BCS county administrators always/often felt that their students' parents understood the purpose and expected outcomes of their school's gifted or advanced studies' program and that 71.43% of their regular general education teachers and 90.47% of their gifted and advanced studies' teachers always/often understood the purpose and expected outcomes of their school's gifted or advanced studies' program. Moreover, 90.75% of AIG parents always/often felt that they were generally pleased with the AIG program at their gifted children's school, and 81.58% of the AIG students always/often felt that their AIG teachers helped them understand in what ways they were gifted or for what reasons they had been placed in the AIG classes at that time. Consequently, this sharing of AIG information with various stakeholders, including administrators, parents, teachers, and students, allows for the dissemination of information about the local AIG program, the local AIG plan, and other policies relating to gifted education to be better understood.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following:

- Publish documents and information about the AIG program on the AIG webpage on the BCS AIG website
- Write articles when appropriate for the local news media about the local AIG plan and its policies
- Be available for interviews about the local AIG plan and policies
- Conduct various surveys asking for feedback about the AIG plan and its policies
- Make presentations at school sites, county meetings, or other community events about the AIG plan and its policies when requested
- Distribute BCS AIG brochures at school sites, the Board of Education meetings, and other venues to interested stakeholders (See Appendix for AIG Brochures)

Planned Sources of Evidence: Planned sources of evidence include these:

- AIG plan and policies on AIG webpage on BCS website
- Printed copies of the BCS AIG plan
- AIG Brochure printed in English and Spanish and other languages upon request

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to reflect the diversity of AIG parents/families and the community, there will be a purposeful attempt to ask for interested stakeholders representing the various geographical areas of BCS as well as its diverse ethnicities to meet as needed to review and make recommendations for the BCS AIG Plan 2013-2016. Efforts to attract teachers, parents, and students representing the elementary schools, middle schools, and high schools from the various geographical regions of the county will also be in place. Such a strong partnership committee was formed in 2009 for that purpose. Another one was formed in 2013 from recommendations made by AIG teachers at those three distinct school levels. This AIG Strategic Task Force Committee will serve two roles--short-term to help review the development, implementation, and monitoring of the local AIG program and plan and long-term to serve as a representative body to address AIG matters, promote information sessions with presenters about AIG issues, and serve in a supportive role for the AIG program at scheduled meetings throughout the year. A more thorough understanding of the development, implementation, and monitoring of the AIG plan will encourage student growth and support for the program as well as create a more cohesive learning environment for gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following:

- Compile reliable data through surveys to review and incorporate when appropriate
- Form the AIG Strategic Task Force Committee

- Hold Task Force meetings as scheduled or needed and post the meeting schedule
- Send out agendas, minutes, and handouts for such Task Force sessions
- Hold information sessions at school sites, county sites, and other venues as needed or requested
- Schedule AIG Lead Teacher Meetings quarterly with other sessions scheduled as needed

Planned Sources of Evidence: Planned sources of evidence include these:

- Copies of the surveys with data results
- Meeting agendas, rosters, and minutes
- Connect Ed notifications
- E-mail invitations to meetings
- Posted list of meetings

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: The 2012-2013 AIG Self-Assessment findings showed that all AIG teacher responses indicated that communication is necessary and can be improved. Thus, BCS will keep parents and students informed of available current opportunities for AIG students in their native language when necessary or requested in order to ensure student growth and to provide innovative programming to support gifted development both academically and intellectually. The AIG Brochure has already been translated into Spanish and is available in other languages as well upon request. Communication with all families is a focus that is an important key for program success and equity.

Goals: Goals for this practice include the following:

- To provide stakeholders with information in their native language, when necessary, that contains various programs and opportunities offered to AIG students through classroom teachers, lead teachers, and central office staff (See Appendix for English and Spanish Versions of AIG Brochure)
- To encourage participation by families representing various cultural ethnicities on committees and at special targeted meetings with interpreters available if necessary

Description: This practice is focused with the following:

- Communicate with all stakeholders information about available programs, such as the Duke Talent Identification Program (TIP), Summer Ventures and other summer programs, Camp Innovation, SAT prep class, educational contests such as writing (Young Authors), science (Science Olympiad), student leadership (Peer Court, Washington, D.C. Youth Leadership Conference), Honor Society, Governor's School, NC School of Science and Math, various service organizations, and others
- Make sure interpreters are available when needed to relay information about AIG opportunities for students

- Send e-mails, flyers, posters, brochures, and other types of delivery systems to AIG Lead teachers as well as AIG regular teachers about gifted opportunities, such as Duke Tip, Governor's School, Leadership Summer Sessions, etc.
- Request that AIG teachers hold parent sessions to discuss upcoming gifted opportunities or send information home via notes or e-mails (See Appendix for Parent Contact Form)

Planned Sources of Evidence: Planned sources of evidence include these:

- Brochures of various types related to AIG opportunities
- Connect Ed messages
- BCS AIG website
- Other media announcement samples
- Disaggregated results of stakeholder surveys
- Samples of various gifted programs' literature
- Records of parent phone calls
- Copies of e-mails or notes
- Samples of translated information, such as the AIG Brochure

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Maintained Practice for 2013-2016.

Rationale: Research has shown that partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community are needed to enhance and provide support for educational programs, such as the AIG programs and services. When these groups are vocal in their support through their numbers and possible funding for such endeavors that directly impact the extension of accelerated learning promoted in gifted programs, those gifted programs gain even more momentum as a credible, necessary educational institution necessary for preparing gifted students to be successful in achieving and leading in global opportunities in the 21st Century. At present, BCS is a partner with the University of NC Wilmington (UNCW) and participates in its annual AIG Mini-Conference each spring. In addition, BCS is a partner with the Brunswick Arts Council (BAC), who sponsors scholarships recognizing creative talents and supports academic and artistic programs through volunteers, grants, and camps.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This maintained practice is reinforced by the following:

- Advocate for gifted students and the gifted programs to ensure that all needs are being met and services are being provided with compliance guidelines in mind
- Research currently established local, regional, state, and national organizations to use as guides in establishing a possible advocacy group for AIG students whether it be a separate group or a part of an already established group, such as the PAC (Parent Advisory Council) of BCS
- Secure interested persons to become founding members and leaders of such a possible advocacy
- Aid gifted students in a better understanding of career paths available to gifted learners
- Develop a database of community leaders, professionals, university professors, entrepreneurs, cultural artists, and parent volunteers to promote opportunities to mentor, to serve internships, and to conduct enrichment activities for AIG students
- Consider offering information sessions on how to become effective advocates for gifted education (See Appendix for Ten Things Teachers Need to Know about Gifted Students)

Planned Sources of Evidence: Planned sources of evidence include these:

- Database of interested stakeholders to aid gifted learners
- Roster of those attending the spring AIG Mini-Conference at UNCW
- Samples of information gathered through research of advocacy groups
- List of gifted opportunities available in the community or through supporters
- List of individual students, groups, or classes served or promoted by the Brunswick Arts Council (BAC)

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: The BCS AIG Plan for 2010-2013 was approved at the local BCS Board of Education level and reviewed at the State Board of Education level in 2010. The current AIG plan written for 2013-2016 has been revised and expanded from that earlier approved plan version and now more fully describes the local AIG program in accordance with state guidelines. It was approved by the BCS local Board of Education on May 7, 2013, and will be sent to SBE/DPI for review and comment in early July 2013.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained according to the following:

- Analyze the AIG Self-Assessment and Administrator/Parent/Teacher/Student surveys to provide feedback to help devise an AIG plan that best meets the needs of gifted and diverse learners
- Write a plan in collaboration with all stakeholders in BCS, including AIG students, AIG and AP teachers, regular general education BCS teachers, BCS administrators, AIG parents, other interested community stakeholders, as well as the local BCS Board of Education
- Research other gifted programs and supplementary sources for ideas to incorporate into the AIG plan and policies
- Draft an AIG plan in accordance with state legislation and policy (Article 9B) to address appropriate levels of support and challenge (See Appendix for Article 9B Information and Legal Background Information)
- Collaborate with other LEA's and other resources to strengthen the areas of need in the gifted plan
- Monitor plan procedures to ensure a continuum of the development and implementation of the AIG program
- Conduct an ongoing review of the AIG plan as a "living document" realizing that changes in the plan and policies can be reviewed and revised as needed by the AIG Director and AIG staff

Planned Sources of Evidence: Planned sources of evidence include these:

- Local Self-Assessment data and all stakeholder surveys of 2012-2013
- AIG Revision Plan 2013-2016 and policies and forms
- BOE approval certification/system commitment (See Local Board-approved Form for System

Commitment and Revision Plan Consent Form)

- Meeting agendas, rosters, and minutes of ongoing review of six Standards with their subsequent Practices
- Notes from collaboration meetings or research into other pertinent plans or policies
- Rosters, agendas, and minutes to all committee or group meetings relating to this process
- Submission to NCBOE/DPI

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: Feedback collected from the Self-Assessment Questionnaire revealed that AIG services at various district schools were not always as consistent as they should be due to diverse populations, special school needs, and the number of AIG personnel assigned to those particular schools. Therefore, monitoring of the implementation of the local AIG program and plan in accordance with current legislation and state policies should ensure fidelity of implementation for all local AIG program and plan components. This monitoring will be a constant agenda item at all AIG meetings.

Goals: The goals of this practice are the following:

- To serve gifted learners at all school sites in compliance with the locally approved BCS AIG plan guidelines
- To implement and monitor the AIG program to promote equitable AIG services
- To remain in compliance with current legislation and state policies (See Appendix for Accountability, Assessment, and Learning Growth for Gifted Students' Form)

Description: This is a focused practice with regard to the following:

- Share with local school and central office administrators the AIG plan and policies annually or as often as needed to ensure understanding, support, and compliance
- Meet as the AIG Director with AIG specialists/teachers, AP and Honors' teachers, school administrators, Central Office administrators, and other key stakeholders as needed concerning the need to show fidelity to the BCS AIG plan and its implementation to ensure accountability
- Explain the grouping procedures and other constraints per the BCS AIG plan of its AIG students including homogeneous class placement, cluster grouping, pullouts, nurturing sessions, consultative services, and exiting procedures
- Review the Principal's Recommendation Waiver Form so that it clearly states what a Talent Pool student should be based on according to the specific guidelines for selection (limited number of recommended 1-3 or so per AIG class) and the academic expectations to ensure remaining in that AIG class (See Appendix for Principal's Waiver Recommendation Form)
- Ensure levels of monitoring will be established through audits, conferences, meetings, and other means

- Monitor and reflect implementation and services of the AIG plan through Professional Learning Communities (PLC's)
- Gather various stakeholders' input annually or more frequently as needed through surveys and self-assessments

Planned Sources of Evidence: Planned sources of evidence include these:

- PLC meeting agendas, rosters, and minutes
- Stakeholder surveys and questionnaires
- AIG Director's meeting logs with teachers, administrators, and other key stakeholder groups
- Principal Recommendation Waiver Forms for those students who do not fully qualify for AIG but who are permitted in the AIG class as Talent Pool students due to approved specified and legitimate reasons noted by the site principal
- Other informational meetings/sessions with rosters, agendas, and/or minutes
- All legislation and policies regarding gifted education practices, programs, and plans (See Appendix for Article 9B Information and Legal Background Information)

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: BCS gratefully accepts and promises to use and monitor all state funds allotted for the local AIG program according to state policy. At present, over 96% of our 2013-2014 projected funding will go directly to the salaries and related benefits of AIG-licensed teachers. Based on the April 2012 official headcount of AIG-identified students in grades 4-12 and the state formula for such funding allocations, there should be approximately 10.5 local AIG positions funded by the state funds with 4 additional AIG positions funded by local funds. Other funding sources other than AIG-designated funds may also be used for other AIG-licensed personnel, those who have provisional AIG licenses, or other personnel who teach the gifted in some capacity who must meet LEA specifications for professional development tied to AIG training. Other uses of the state funds will be aligned directly to AIG needs according to state policy and approved by the local Board of Education. No other local or federal funding sources are currently available to use for AIG purposes.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is one to maintain according to the following:

- Allocate funds appropriately to each school site to enhance and enrich the AIG program when available
- Share AIG budget reports with all stakeholders at the beginning and the end of the school year to ensure understanding of the allocation of state funding
- Check budget reports often with administrative assistant for compliance
- Share special curricular needs of the AIG program with school and central office administrators

- Allow AIG and AP teachers to determine "need" and "wish" priority lists for curricular resources based on the numbers of AIG-identified students at each school site to turn in to the AIG Director in case any additional funds become available for special considerations

Planned Sources of Evidence: Planned sources of evidence include these:

- Meetings where AIG budget was discussed including rosters of those in attendance, agendas, and minutes
- AIG budget reports of expenditures
- List of licensed AIG personnel for verification of salary funding source
- Priority lists of potential purchase orders from school AIG and AP teachers

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Since AIG has now been declared an additional subgroup for NC testing results based on student growth, it is even more essential that data is collected to maintain, analyze, and share. In addition, both the annual drop-out data for AIG students as well as suspension numbers of AIG students are also important components of this student data collection.

Goals: Goals for this practice include the following:

- To disaggregate data on student performance growth for review
- To collect gifted drop-out data to determine reasons (See Appendix for Semester Documentation For OSS, Dropouts, etc. Form)
- To develop a plan of action to address "red flags" of potential gifted drop-outs
- To implement a support plan to curtail appreciably or eliminate gifted drop-outs
- To collect gifted out-of-school suspension data to determine most prevalent reasons

Description: This is a focused practice using the following:

- Use EVAAS or a comparative data collection source as a data tool for analyzing AIG student performance growth
- Complete AIG charts for AIG student performance growth on state testing results (See Appendix for EOG Comparison Growth Chart)
- Compare gifted student performance growth data with that of the regular student population
- Work with middle and high schools to gather data on AIG student drop-outs and preliminary signs

leading up to dropping out of school

- Collaborate with middle- and high-school key personnel to develop a plan of action to address "red flags" of potential gifted drop-outs
- Collaborate with middle- and high-school key personnel to implement a support plan to curtail appreciably or eliminate gifted drop-outs
- Work with middle and high schools to gather data on AIG student suspensions and ways to decrease or hopefully eliminate those numbers

Planned Sources of Evidence: Planned sources of evidence include these:

- Data collection of gifted student performance growth
- Data collection of gifted drop-outs
- AIG teachers' gifted student performance growth charts
- Support plans to target "red flags" of potential AIG drop-outs
- Data collection of gifted student suspensions

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Focused Practice for 2013-2016.

Rationale: The BCS AIG plan will continue to research and incorporate procedures that comply with Article 9B, which states that under-represented students have equitable access to gifted services. The need to define and design needed programs when funding is available will enable the BCS AIG staff to implement a more comprehensive gifted plan. The school administrators responded on their online survey (2012-2013) that 52.38% of their teachers always/often had access to professional development in addressing the needs of diverse populations. Presently, of the 1130 AIG-identified students in grades 4-12 from the April 2012 Official Headcount Tally, 81% of them are White while about 19% are Non-White with the highest percentages of those ethnicities being 11% African-American or Black, 4% Hispanic, 3% Multi-Racial, and 1% Other. That actual AIG student count constitutes approximately 9% of that grade-level population (grades 4-12 only). Again, in the most recent AIG April Headcount in 2013, the total AIG-identified student population increased by 13 from 1130 to 1143 with generally the same ethnicity percentages. Serious efforts will continue to be made to find ways of recognizing and cultivating giftedness in those under-represented populations.

Goals: Goals for this practice include the following:

- To maintain accurate records of testing results of students with their student population groups identified for data collection purposes in the AIG program
- To maintain accurate records of participants in nurturing programs at elementary school sites (K-3) by indicating their student population groups identified for data collection purposes
- To maintain accurate records of retentions by under-represented student population groups for data collection purposes in the AIG program

- To collaborate with other specialists to develop a proactive plan that recognizes potential "red flags" that could result in loss of AIG students either through exits requested by parents/guardians on behalf of their AIG students for various reasons or possibly dropouts from the school setting entirely (See Appendix for Semester Documentation Chart for OSS, Dropouts, etc. and Exit Conference Form)
- To brainstorm additional ways to recognize and monitor the under-represented in AIG representation using mentors or other support means

Description: This practice is a focused one that will:

- Seek information from the Child Nutrition Director about the number of gifted students who are considered economically disadvantaged (free or reduced lunch)
- Develop a spreadsheet or chart showing the representation and retention of under-represented student population groups in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional
- Develop a list or chart of under-represented student population groups in the elementary schools' nurturing program
- Share plans that could alert key stakeholders to potential retention "red flags" and mentor those students to ensure they stay in the AIG program rather than exit the program (more common in middle school) or drop out of school entirely (more common in high school)

Planned Sources of Evidence: Planned sources of evidence include these:

- Spreadsheet or chart of representation and retentions of under-represented student population groups in the AIG program
- List or chart of representation of under-represented student population groups in the elementary schools' nurturing programs
- Mentoring plans addressing "red flags" of possible loss of AIG students so that retention can be maintained
- Potential list of "red flags" that puts certain AIG students in jeopardy of not being retained in the AIG program
- List of AIG-identified under-represented students who either exited the AIG program (more common in middle school) or dropped out of school (more common in high school)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure qualified personnel are serving identified students in the AIG program as well as the AP program, BCS prefers that university AIG-licensed and AP-certified personnel be the teachers of record in all AIG, AP program curricular areas, which are currently the following: English/language arts/communication skills/reading and math as well as additionally defined areas eligible for Advanced Placement credits. However, when that is not possible, those affected teachers of the gifted will be required to participate in specific LEA professional development for serving AIG. Other teachers who also are not AIG-licensed or AP-certified but are expected to be authorities in

their subject areas must also participate in LEA-identified professional development sessions on such topics as implementing differentiation strategies as well as other accelerative practices that extend and enrich higher level learning while engaging students to reach challenging goals that promote critical and creative problem-solving techniques. At present, BCS has 65 licensed AIG personnel with approximately 38 actively teaching AIG courses at the elementary and middle schools. At its three traditional high schools, there are 21 AP teachers teaching 22 AP courses. Personnel serving AIG students will continue to be encouraged to attain university AIG licensure and/or AP certification as that data base will be reviewed and maintained regularly.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This is a maintained practice by doing the following:

- Maintain credential data for AIG licensure through the Human Resources (HR) Department
- Share list of AIG-licensed personnel with individual school administration for potential teacher assignments
- Maintain AP-certification data through the high-school sites
- Share AP-certification data with the AIG Director at least annually
- Share AIG-licensure data with the AIG Director at least annually
- Maintain list of provisional AIG-licensure personnel actively seeking full licensure
- Maintain list of interested personnel wishing to earn AIG-licensure or AP-certification through consideration of tuition reimbursement should funding be made available (See Appendix for Tuition Reimbursement Form)

Planned Sources of Evidence: Planned sources of evidence include these:

- HR personnel AIG-data sheets
- School AP-data reports
- Printouts of licensed AIG personnel and AP-certified personnel
- List of AIG provisionally licensed personnel
- List of those personnel wishing to earn AIG licensure or AP certification

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: In order to have a legitimate advisory group for the AIG program, it is essential that those community members, AIG/AP teachers, administrators, parents/families of AIG and AP students, and other interested stakeholders are representative of the diverse populations in the AIG program. This

advisory group will be called the AIG Strategic Task Force Committee. This special committee was organized in 2009 and again recently in the 2012-2013 School Year. It will meet as needed particularly in the preparation of the AIG revision plan to review all aspects of the local AIG program and make recommendations for program improvement.

Goals: Goals for this practice include the following:

- To form a countywide AIG Strategic Task Force that is representative of ethnicities, geography, grade level, and stakeholder types potentially as a separate stakeholder group
- To encourage AIG/AP parent representation on the school PAC (Parent Advisory Council)
- To encourage AIG and AP student participation on the countywide AIG Strategic Task Force
- To encourage AIG and AP personnel on the countywide AIG Strategic Task Force
- To encourage administrator personnel on the countywide AIG Strategic Task Force
- To develop both a short-term and long-term focus for the AIG Strategic Task Force as it addresses AIG and AP matters

Description: This practice will focus on the following:

- Gather names and contact information from AIG and AP teachers and others of those county stakeholders recommended to be members of the countywide AIG Strategic Task Force
- E-mail and phone those recommended to be members of the countywide AIG Strategic Task Force to invite them to participate in meetings
- Schedule meetings as needed for the AIG Strategic Task Force to gather to review the revised AIG plan for 2013-2016 and discuss AIG and AP concerns
- Recommend that the AIG Strategic Task Force have both short-term (primarily to review and offer input for the AIG revision plan for 2013-2016) and long-term functions (to meet periodically to address AIG and AP concerns and issues)as needed

Planned Sources of Evidence: Planned sources of evidence include these:

- List of members of the county AIG Strategic Task Force Committee
- Schedule of task force meetings
- Rosters, agendas, and minutes of task force meetings

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure program accountability, necessary feedback on the quality and effectiveness of the BCS AIG program will be collected via annual and periodic surveys, self-assessment tools, parent conferences, and related meetings. By doing so, this feedback will be essential in evaluating the local AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This is a maintain practice using the following:

- Target stakeholder groups through surveys which provide an ongoing needs' assessment
- Publish the timeline showing survey questions and results
- Document feedback attained from conferences and other related meetings
- Gather feedback from surveys and self-assessment tools

Planned Sources of Evidence: Planned sources of evidence include these:

- Surveys
- Posted survey results
- Self-assessment tools
- Timeline for gathering data

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: To ensure equitable services for all AIG students, BCS will review and revise the BCS AIG plan periodically using multiple sources of data. According to the AIG parent survey results (2012-2013), 90.75% of those parents always/often felt that they were generally pleased with the AIG program at their gifted children's schools. This is a testament of real support for this program. However, with any plan, review and revision using multiple sources of data and input from various stakeholder groups only serve to bring even more credibility to the program so that it can legitimately serve all gifted students equitably with rigor and relevancy.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: As a maintain practice, the following are necessary:

- Review the current and approved AIG plan periodically as a "living document"
- Determine if revisions are needed in the implementation of the plan or its policies
- Show points of entry for collection of data analysis and revisions' procedures
- Comply with all state guidelines and protocol for revisions
- Acquire new and specific BCS Board of Education approval if there are to be any revisions after the AIG plan and its implementation policies and procedures are approved by the BCS Board of Education as well as the State Board of Education and DPI
- Revise any AIG-related forms, information sheets, and charts that do not affect the integrity or stated policies of the general AIG plan or its policies by directive from the AIG Director along with input from the AIG teaching staff or its AIG/AP Lead Teachers without the additional need for local Board of Education approval

Planned Sources of Evidence: Planned sources of evidence include these:

- Various samples of data collections
- Approved AIG Plan 2013-2016
- Revised AIG-related forms, information sheets, and charts
- BCS Board of Education Approval Form/System Commitment (See Local Board-approved System Commitment Form and Revised Consent Form)

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: The dissemination of data collected from the BCS AIG Plan will provide stakeholders the opportunity to review and evaluate services for the gifted learner to allow for program revisions if warranted and subsequently approved per policy guidelines. By sharing this body of data collections with the general public, the local BCS AIG plan and policies for implementation take on a tone of transparency and credibility that will engender trust from its stakeholders.

Goals: Goals for this practice include the following:

- To collect data from multiple sources for interpretation, predictions, and analysis
- Share various data collections with the general public via various ways

Description: This is a focus practice by using the following:

- Collect data for the annual official April AIG Headcount
- Post relevant data sources on the AIG webpage on the BCS website
- Collect and sort data from other sources, such as surveys, self-assessments, student performance growth comparative figures, gifted drop-out numbers, gifted suspension numbers, student population groups' demographic data in the total AIG-identified student count by grade and school, etc.
- Publicize data results in the local media newspapers, on the county website, and in other places as deemed appropriate

Planned Sources of Evidence: Planned sources of evidence include these:

- Results of data collection findings
- Types and samples of dissemination sources
- Samples or copies of publication of dissemination of data

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: To protect and maintain the rights of all AIG students by adhering to state policies, procedures, and practices, the BCS AIG Plan and Program will continue to ensure confidential records are safeguarded and abide by the due process laws and legislation that protect confidentiality. On the 2012-2013 Zarca online survey, 81.48% of AIG teachers always/often indicated that they share information, resources, and opportunities with the parents/guardians of their gifted students. This information is considered confidential and as such would be denoted as FERPA on an e-mail exchange to protect the contents from Public Information Access. In addition, 90.75% of AIG parents shared that they always/often were generally pleased with the AIG program at their gifted children's school. This, too, could be interpreted as their having a secure feeling about general AIG procedures protecting both student and parent rights. The AIG Plan furthers the protection of student rights through its diligence of AIG procedures and protocol, establishment of an appeals' procedure to address various concerns, adherence to state legislative policies, and its compliance with all student records and publications thereof.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: This practice is maintained through the following:

- Maintain active AIG student testing records in a secure, locked area both at the school site and county level (See Appendix for Confidentiality of Student Records' Form)
- Keep all Inactive AIG student folders and records possibly due to high-school graduation, transfer to another county or state, or other reasons, in a secure, locked area for up to five years (See Appendix for Inactive and Transfer Folder Forms)
- Use FERPA to indicate confidential student information on all e-mail exchanges
- Hold conferences to develop Plans of Action with AIG students, parents, and others as needed to address AIG concerns (See Appendix for Action Plan/Conference Form)
- Follow the Appeals' Procedure Form to ensure rights are protected and voices heard (See Appendix for Appeals' Procedure Form)
- Use confidentiality forms as needed (See Appendix for Confidentiality of Student Records' Form)

Planned Sources of Evidence: Planned sources of evidence are these:

- Due process guidelines
- Forms and confidential record keeping
- Maintained and secured files
- Locked storage
- Student placement review
- Review of AIG student reporting, such as State Headcount Reporting

Other Comments:

Glossary (optional):

Appendix (optional):

AIG CogAT Revised Testing Card[1].docx (*Appendix - Standard 1*)
AIG Critical Content of GT.pdf (*Appendix - Standard 1*)
AIG I Revised Data Card[1].docx (*Appendix - Standard 1*)
AIG II Behavioral-Motivational Scale Revised Checklist [1].docx (*Appendix - Standard 1*)
AIG III Academic-Behavioral Observation Checklist Rating Form.doc (*Appendix - Standard 1*)
AIG ITBS Revised Testing Card[1].docx (*Appendix - Standard 1*)
AIG X-Teacher Recommendation Revised Cover Letter[1].docx (*Appendix - Standard 1*)
AIG XIX- Portfolio Revised Folder Guidelines[1].docx (*Appendix - Standard 1*)
AIG XVII-General Permission to Test.doc (*Appendix - Standard 1*)
AIG XXI-Revised Placement Criteria[1].docx (*Appendix - Standard 1*)
AIG XXII--TOPS Observation Checklist 7-13.docx (*Appendix - Standard 1*)
AIG V (B)-DEP Revised Accountability Form.docx (*Appendix - Standard 1:2*)
AIG--Giftedness Identifier Tips 1 and 2.docx (*Appendix - Standard 1:2*)
AIG 12 Traits of Giftedness DOC070313tra.pdf (*Appendix - Standard 1:2:4*)
AIG Checklist for Underachievers DOC070313checklist.pdf (*Appendix - Standard 1:2:4*)
AIG Common Myths and Their Subsequent Truths.docx (*Appendix - Standard 1:2:4*)
AIG Nurturing Ideas Revised.docx (*Appendix - Standard 1:2:4*)
AIG Overview of Nurturing Program Revised.docx (*Appendix - Standard 1:2:4*)
AIG V (A)- Placement and DEP Revised [1].docx (*Appendix - Standard 1:2:4*)
AIG IV- parent contact[1].docx (*Appendix - Standard 1:2:4:5*)
AIG Ten Things Teachers Need to Know about Gifted Students.docx (*Appendix - Standard 1:2:4:5*)
AIG Final 2013 AIG English Version Brochure7-10-13_1.pub (*Appendix - Standard 1:2:5*)
AIG Final 2013 AIG Spanish Brochure7-10-13_1.pub (*Appendix - Standard 1:2:5*)
AIG Article_9B.pdf (*Appendix - Standard 1:2:6*)
AIG VII-Alternative Evaluation Form .doc (*Appendix - Standard 1:4*)
AIG Legal Background Information 7-13.docx (*Appendix - Standard 1:4:6*)
AIG VIII-Academic Review[1].docx (*Appendix - Standard 1:4:6*)
AIG IX-Class Recommendation Entry Waiver Form by Principal 7-2-13.docx (*Appendix - Standard 1:6*)
AIG XI-Confidentiality of Student Records [1].docx (*Appendix - Standard 1:6*)
AIG XII-Appeals Procedure[1].docx (*Appendix - Standard 1:6*)
AIG XV- Exit Conference Form Revised 1.docx (*Appendix - Standard 1:6*)
AIG DEP Revised Annual Review Plan with Procedures and Suggestions.docx (*Appendix - Standard 2*)
AIG GT and Rtl.pdf (*Appendix - Standard 2*)
AIG IRP Lesson Plan Draft.pdf (*Appendix - Standard 2*)
AIG Key Points in Determining AIG Students 7-13.docx (*Appendix - Standard 2*)
AIG Social and Emotional Needs-Gripes DOC070313gripes.pdf (*Appendix - Standard 2*)
AIG GT and Common Core.pdf (*Appendix - Standard 2:3*)
AIG Tuition_Reimbursement08.doc (*Appendix - Standard 2:3*)
AIG BCS EARLY ENTRY INFORMATION.pdf (*Appendix - Standard 2:4*)
AIG Credit by Demonstrated Mastery_CBDM Guidelines (1).pdf (*Appendix - Standard 2:4*)
AIG Early Entry Kindergarten Sequence Chart.docx (*Appendix - Standard 2:4*)
AIG XIV-NC Comparison EOG Growth Chart .docx (*Appendix - Standard 2:6*)

AIG Tuition_Reimbursement08.doc (*Appendix - Standard 3*)
AIG VI- Revised Student Eligibility-Entry-Change Form [1].docx (*Appendix - Standard 3*)
AIG XX-Replacement Revised Form for Brunswick County Schools.doc (*Appendix - Standard 4*)
AIG Accountability for GT students.pdf (*Appendix - Standard 4:6*)
AIG XIII-Semester Documentation Chart for OSS-Transfer-Dropout Revised 7-9-13.docx (*Appendix - Standard 4:6*)
AIG XVI (A)- Folder Exchange Revised [1].docx (*Appendix - Standard 4:6*)
AIG XVI (B)- Folder Transfer Form Brunswick County Schools.doc (*Appendix - Standard 4:6*)
AIG Revised Frequently Asked Questions for AIG Advanced Studies 7-13.docx (*Appendix - Standard 5*)
AIG XVIII (A)-Inactive Folder Transfer Revised--Brunswick County Schools.doc (*Appendix - Standard 6*)
AIG XVIII (B)-Revised Transfer of Inactive Student Files 2.docx (*Appendix - Standard 6*)
AIG Revision Plan Consent Form for the Board of Education May 2.docx (*Local Board Approval Document*)
AIG Signed System Commitment 5-8-13 Revised DOC070313system.pdf (*Local Board Approval Document*)
AIG System Commitment May 2013[1].docx (*Local Board Approval Document*)
AIG 2013-2016 Executive Summary Revised[1].docx (*Other Forms*)
AIG Revised Info Card for cum folder identification 2013.doc (*Other Forms*)