

Overview: Mission/Vision Statement and Funding

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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

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

* Mission and/or Vision Statement(s)

Washington County Schools Vision for local AIG program: Washington County Schools is committed to meeting the educational needs of all students, including students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or

Intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields from all cultural groups, across all economic strata, and in all areas of human endeavor. Our district-wide Academically or Intellectually Gifted Education Program will provide appropriate, differentiated instruction and learning experiences for AIG learners in grades K-12 to enable them to reach their maximum potential.

Washington County Academically or Intellectually Gifted Goals Based on NC AIG State Standards:

1. To identify all students in grades K-12 who show outstanding academic or intellectual potential using multiple criteria and assessments.
2. To create a district-wide learning environment which values and nurtures intellectual ability, creativity, and decision making and which encourages the advanced learner to develop to his/her fullest potential.
3. To provide students in grades K-12 appropriately differentiated learning experiences and opportunities through a continuum of service options which will meet their academic, intellectual, social, and emotional needs.
4. To provide a comprehensive professional development program that will enable teachers to more appropriately serve the differentiated needs of advanced learners.
5. To extend the program for gifted students beyond the school by involving parents, families, and community members.
6. To ensure the AIG Program accountability by using ongoing assessments for fidelity and continuous improvement purposes.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 60,808.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

* Practice A

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

With a focus on equity and excellence, Washington County Schools (WCS) is committed to providing effective screening and referral processes that may lead to an AIG identification area in grades K through 12 to ensure that educational services are delivered and documented for all WCS gifted learners. The first step is to clearly communicate the five AIG Identification Areas and definition of each area as defined by Washington County Schools and listed below.

Academically and Intellectually Gifted Students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically and Intellectually Gifted Students exhibit high performance capability in academic fields and intellectual areas. Academically and Intellectually Gifted Students require differentiated educational service beyond those ordinarily provided by the regular education program.*

Academically Gifted (AG) - Academically Gifted Students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically Gifted Students exhibit high performance capability in both math and reading academic fields. Academically Gifted Students require differentiated educational services beyond those ordinarily provided by the regular educational program. These students excel in academic achievement and may or may not have a high aptitude.*

Academically Gifted - Math Only (AM) - Students that possess high aptitude and demonstrate outstanding performance in mathematics over the course of the academic year. These students require differentiated learning opportunities in math beyond the basic standard course of study.*

Academically Gifted - Reading Only (AR) - Students that possess high aptitude and demonstrate outstanding performance in reading over the course of the academic year. These students require differentiated learning opportunities in reading beyond the basic standard course of study.*

Intellectually Gifted (IG) - Washington County Schools defines intellectual giftedness as having ability significantly higher than his or her same age peers as denoted by a score of 80% or higher in one or more areas of a nationally normed aptitude test, yet failing to demonstrate advanced academic achievement.*

*Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor in each of the five AIG identification areas.

Washington County Schools (WCS) will utilize the NC AIG PowerSchool template as a documentation tool to gather student data and supporting evidence to help screen, refer, and identify all AIG students and potential AIG students. A copy of the AIG template (form) will be shared with all stakeholders to collect student information that may lead to further testing, observations, or placement for appropriate services. The AIG PowerSchool template will be available in English and Spanish format and posted on the district's website. At the end of each nine weeks grading period, referrals from teachers, school personnel, parents/guardians, community members, students or peers will be recognized and encouraged to help maximize identification of academically and intellectually gifted students. Individual schools and central office staff will use a variety of methods to educate and communicate the importance of AIG screening referral and identification. The person making the referral will be required to complete the AIG referral form and submit to the appropriate site AIG Champion. The AIG Champion, teacher, principal and district AIG Coordinator will identify AIG identification areas based on the quantitative and qualitative screening evidence.

Quantitative evidence for identification will include the following sources: Nationally Normed Assessments; State Based Assessments; School Based Assessments; Class Performance; and other assessments. See Standard 1 - Practice B for specific and required criteria.

Qualitative evidence for identification will include these sources: Student Input/Survey; Family Input/Survey; Teacher Input/Survey; Student Portfolio/Work Artifacts; Interview and other information. See Standard 1 - Practice B for specific

and required criteria.

The process of screening and referral is available in all grade levels (K-12), for WCS students. To promote fairness and equity for all student populations, WCS will provide a universal aptitude testing opportunity for all third grade students enrolled in the Washington County School district during the month of February. The administration of the Cognitive Abilities Test (CogAT), will help establish an initial screening pool of students that may need gifted, exceptional needs or other types of services and/or additional evaluation. Additional evaluation may include standardized achievement tests (End of Grade/Course), further aptitude screening (Naglieri Nonverbal Abilities Test), and/or performance tasks. Parents/guardians will receive communication from the school regarding additional evaluation measures, as appropriate for their child. Prior to the third grade universal testing a consent to test form will be required. Parents/guardians will also receive a letter explaining the purpose of the CogAT and student results. The CogAT contains specific scores for Verbal, Quantitative and Nonverbal skills which allow students to show strengths in a variety of areas. Based on student screening data and referrals for screening, the CogAT is readily available throughout the year upon request. The district AIG Coordinator is responsible for ordering all CogAT materials for K-12 testing purposes, as well as providing scoring results. District AIG funds are used to cover AIG testing materials. Students in grades K-12 may be referred for CogAT testing at any grade level to assist with the screening and identification process. A signed Consent to Test permission form will be required prior to testing.

Transfer students formally identified as gifted in any one of the five identification areas will be accepted into the Washington County Schools AIG program once proper supporting documentation has been received and reviewed. All available data will be used to determine current service options.

* Practice B

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

Washington County Schools (WCS) believes in consistency and simplicity to support all stakeholders so they will know, understand, and be able to follow the AIG student identification process. To simplify the process and clearly share criteria for AIG student identification at all grade levels, WCS will use the NC AIG PowerSchool template

(form) provided by the NC Department of Public Instruction. Screening information will be recorded on the template along with important dates, such as Nomination Date, Initial Placement Committee meeting date, Initial Review of Differentiated Education Plan(DEP) or Individual Differentiated Education Plan (IDEP), Beginning of Services and Annual Review of DEP/IDEP. This template will allow staff members to view evidence of identification throughout the school year. If an AIG identified student transfers to another school district in North Carolina, all of this information will be in the student's electronic student files. AIG information will also be placed in the student's cumulative school files. A sample copy of the AIG student identification template (form) and WCS criteria for AIG identification and placement chart will be posted on the district's website for public viewing. Staff members may use PowerSchool to view and utilize the tool in order to better serve the individual student and meet educational needs. To assist with the identification process the AIG PowerSchool template (identification form) includes quantitative (numerical data) and qualitative (qualities and characteristics) categories with the capability of customizing each line item with the proper evidence based on appropriate grade level criteria. For example, the name of the assessment, assessment results, class performance, surveys, student performance, work artifacts, interviews, or other pertinent data sources shall be recorded as evidence. It is important to note that using multiple criteria during the identification process will help determine the student's strengths and weaknesses and contributes to a comprehensive learner profile. WCS will use nationally normed assessments, such as the CogAT, to measure general problem solving abilities and to assess intellectual ability. Assessment results provide comparison of others the same age or in the same grade nationally, state, and locally. State based assessments and school based assessments will serve as achievement assessments that have been developed to measure specific school-based content taught at the student's current grade level. If requested, the Naglieri assessment will be used as an additional assessment for evaluation and identification purposes. Families may request private testing through a licensed psychologist. Parents/guardians who elect to pursue evaluation through services of a private source do so at their own expense. Private reports sharing results will be considered during the screening process. The reports submitted will be filed in the student's cumulative school file. The first step of AIG identification begins with an awareness of the importance of knowing how to screen and refer a student for testing in order to be identified to receive AIG services or be listed in the Talent Development pool as potential AIG students. A goal of WCS is to advocate to identify and serve AIG students and potential AIG students in grades K-12. To assist with this awareness process, staff training will be required at the beginning of the school year. AIG training for parents/guardians and the general public will be presented at the annual Title I meeting for all Title I schools at the beginning of each school year. The high school will incorporate AIG screening, referral information and AIG services during student orientation and scheduling opportunities.

Washington County Schools' Talent Development Programming Criteria for grades K-12 to identify potential AIG students will meet 3 of the criteria listed above with the exception of using a 75% to 79% aptitude and achievement scores and level 3 on state assessments, when applicable.

WCS will follow additional best practices in gifted identification criteria, including:

- No one criterion should exclude a child from AIG identification
- Any single criterion, if superior, may indicate a need for gifted identification & services.
- Focus on multiple ways to see a child's strengths versus multiple hoops or barriers for identification.
- Discourage the practice of "de-gifting" children. Differentiated Education Plans will be aligned and written to meet the needs of the individual students.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2				* Academically Gifted (AG) - must meet 5 out of 6 Standardized Reading and Math achievement test scores is at or	* Academically and Intellectually Gifted (AI) - must meet aptitude and 5 other identification criteria to qualify. Aptitude test score is at or

		above 80% (CogAT assessment administration - based on screening process)	above 80% (CogAT assessment administration - based on screening process)
* Academically Gifted in Reading (AR) - must meet 5 out of 6 Standardized Reading achievement test score is at or above 80% (Level 4 or 5) School Based Reading performance (mClass) Student Performance in class (Report Card Grades)	* Intellectually Gifted (IG) - must meet aptitude requirement and 2 others Aptitude test score is at or above 80% Observable student behavior based on parent and teacher input and surveys	Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys	Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys
		Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)
* Academically Gifted in Math (AM) - must meet 5 out of 6 Standardized Math achievement test score is at or above 80% (Level 4 or 5) School Based Reading performance (mClass) Student Performance in class (Report Card Grades)	* Intellectually Gifted (IG) - must meet aptitude requirement and 2 others Aptitude test score is at or above 80% Observable student behavior based on parent and teacher input and surveys	Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)

		Specialists, School Counselor or School Psychologists)
3-5	<ul style="list-style-type: none"> * Academically Gifted in Math (AM) - must meet 5 out of 6 Math End of Grade score is at or above 80% OR Math End of Grade score is a Level 4 on a performance assessment School Based Math performance (Imagine Math) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys 	<ul style="list-style-type: none"> * Intellectually Gifted (IG) - must meet 5 out of 6 Reading and Math End of Grade score is at or above 80% OR Reading and Math End of Grade score is at a Level 4 on both performance assessments School Based Reading and/or Math performance (mClass and Imagine Math) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys
		<ul style="list-style-type: none"> * Academically and Intellectually Gifted (AI) - must meet aptitude and 5 other identification criteria to qualify. CogAT score is at or above 80% AND Reading and/or Math End of Grade is at or above 80% Standardized Reading and/or Math achievement test score is at or above 80% School Based Reading and/or Math performance (mClass and Imagine Math) Student Counselor or School Psychologists)

	Honor Roll) Observable student behavior based on parent and teacher input and surveys	Interest (Student Interest Inventory Assessment)	
* Academically Gifted in Reading (AR) - must meet 5 out of 6 Reading End of Grade score is at or above 80% OR Reading End of Grade score is a Level 4 on a performance assessment School Based Reading performance (mClass) Student Performance in class (Report Card Grades)	Interview (AIG Specialists, School Counselor or School Psychologists)	Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	
* Academically Gifted in Reading (AR) - must meet 5 out of 6 Reading End of Grade score is at or above 80% OR Reading End of Grade score is a Level 4 on a performance assessment School Based Reading performance (mClass) Student Performance in class (Report Card Grades)	Interview (AIG Specialists, School Counselor or School Psychologists)	Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	Observation student behavior based on parent and teacher input and surveys

		* Academically and Intellectually Gifted (IG) - must meet aptitude requirement and 2 others CogAT score is at or above 80% (any battery) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	* Academically and Intellectually Gifted (AI) - must meet aptitude and 5 other identification criteria to qualify. CogAT score is at or above 80% AND Reading and/or Math End of Grade is at or above 80% Standardized Reading and/or Math achievement test score is at or above 80% School Based Reading and/or Math performance (mClass and Imagine Math) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)
6-8	* Academically Gifted in Reading (AR) - must meet 5 out of 6 Reading End of Grade score is at or above 80% OR Math End of Grade score is a Level 4 on a performance assessment School Based Reading performance (mClass) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	* Academically Gifted (AG) - must meet 5 out of 6 Reading and Math End of Grade score is at or above 80% OR Reading End of Grade score is a Level 4 on a performance assessment School Based Math performance (Imagine Math) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	* Intellectually Gifted (IG) - must meet aptitude requirement and 2 others CogAT score is at or above 80% (any battery) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)
			* Academically and Intellectually Gifted (AI) - must meet aptitude and 5 other identification criteria to qualify. CogAT score is at or above 80% AND Reading and/or Math End of Grade is at or above 80% Standardized Reading and/or Math achievement test score is at or above 80% School Based Reading and/or Math performance (mClass and Imagine Math) Student Performance in class (Report Card Grades) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)

	Psychologists)	Specialists, School Counselor or School Psychologists)	Assessment)	and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interviews as needed
9-12	* Academically Gifted in Reading (AR) - must meet 6 out of 7 Standardized Reading achievement test score is at or above 80% Reading End of Course score is a Level 4/5 on a performance assessment School Based Reading performance (AP, Honors or College Classes) Student Performance in class (Report Card Grades, Principal's List or Honor Roll) Observable	* Academically Gifted in Math (AM) - must meet 6 out of 7 Standardized Math achievement test score is at or above 80% Math End of Course score is a Level 4/5 on a performance assessment School Based Math performance (AP, Honors, and/or College Classes) Student Performance in class (Report Card Grades, Principal's List or Honor Roll)	* Academically and Intellectually Gifted (AI) - must meet aptitude and 5 others CogAT score is at or above 80% SAT, PSAT is at or above 80% or ACT is at or above 19 Standardized Reading and Math achievement score is at or above 80% Reading and Math End of Course score is at a Level 4/5 on both perform School Based Reading and/or Math performance (AP, Honors or College Classes) Student Performance in class (Report Card Grades, Principal's List or Honor Roll)	* Academically and Intellectually Gifted (AI) - must meet aptitude and 5 others CogAT score is at or above 80% SAT, PSAT is at or above 80% or ACT is at or above 19 Standardized Reading and/or Math achievement test score is at or above 80% (level 4 or 5) School Based Reading and/or Math performance (AP, Honor or College Classes) Student Performance in class (Report Card Grades)

		Card Grades, Principal's List, Honor Roll) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	Card Grades, Principal's List, Honor Roll) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)
student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	* Intellectually Gifted (IG) - must meet aptitude and 2 others CogAT score is at or above 80% (any battery) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)	* Intellectually Gifted (IG) - must meet aptitude and 2 others CogAT score is at or above 80% (any battery) Observable student behavior based on parent and teacher input and surveys Student Portfolio/Work Artifacts and student work samples Student Interview (AIG Specialists, School Counselor or School Psychologists)

* Practice C

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

Washington County Schools has five eligible Title I schools within the district with 100% of students receiving free lunch through the Community Eligibility Program. The K-13 student make-up is mainly African American (80%); Hispanic (8%); White (8%); Asian (1%) and Others (3%). Currently, 14.78% of the student body is identified in the Exceptional Children's Program. WCS is extremely committed to providing fair and equitable service to all students. As a goal, WCS strives to reach the under-represented populations in the AIG program and have initiated a program to help recruit and serve potential gifted learners. The program is referred to as The Talent Development pool of students. Special criteria has been set and is clearly stated within the plan to help staff members better identify and serve a larger percentage of students. As deemed appropriate, the district AIG Coordinator will annually share demographic data based on the AIG Fall and Spring Headcount populated in PowerSchool to inform and advise school personnel and other interested stakeholders in the importance of screening, referring, identifying and serving underrepresented populations of the gifted. Professional development is provided to administrators at district principals' meetings, director's meetings, central office support services staff and K-12th grade teachers receive training on designated professional staff training days. It is a goal to expand this training to parents, guardians and community stakeholders. AIG funds are used to pay for North Carolina Association of Gifted and Talented (NCAGT) school membership dues annually for each school in the district. As members of NCAGT, staff members and building principals will receive a quarterly newsletter that often addresses misperceptions about various sub-groups. WCS provides financial assistance for teachers to attend the NCAGT Conference where teachers can hear first-hand expert presenters discuss current issues and trends that relate to underrepresented gifted students. To promote an effective identification process for all students, WCS pays the tuition for staff members to add-on AIG licensure using AIG funds or Title II funds. The dedication and knowledge gained by teachers taking AIG classes has proven to be very beneficial in identifying underrepresented gifted students. Teachers who enroll in an AIG add-on licensure program will provide local training to other staff members at staff meetings and set up modules in CANVAS for professional development opportunities to help gain a better understanding of the AIG program, and receive CEU credits for licensure purposes.

Currently, WCS has a total of 79 identified AIG students, which contributes to a 7.16 percentile of the total student enrollment. WCS has set a priority to establish reasonable and multiple criteria that will help identify AIG students and potential AIG students. A strong emphasis will be to study the AIG demographic report to ensure all students have equitable and equal opportunity to be identified and receive appropriate services. The district will continue to compare

and contrast the AIG list of students from each school with the schools' Principal's List and Honor Roll to assist with the fidelity of proper identification in all five identification areas.

In WCS, K-13 student AIG population compared to demographic percentages are listed below: African American
79.8% - 6.12% AIG

Hispanic 8% - 8.49% AIG

White 8.2% -12.5% AIG

Other 4% - 3% AIG

English Language Learners and Exceptional Children are similarly underrepresented in the AIG population.

In studying gender data, WCS percentage of females identified as AIG is 4.06% and percentage of males identified as AIG is 3.2%. The AIG Coordinator, AIG Site Champions, Title I Director, Exceptional Children's Director, Social Worker and English Language Learners will monitor and analyze sub group data to develop strategies that will benefit the AIG identified student and potential AIG student listed in the Talent Development list at each school.

All schools will continue the ongoing training with the Multi-Tier Systems of Support (MTSS) program, which will also increase knowledge and awareness of WCS student data demographics.

As a method to reach the underrepresented populations, WCS will provide a universal aptitude test for all third grade students which includes a nonverbal component. Based on appropriate screening criteria and referrals, WCS will intentionally allow students to be tested at any grade level and numerous times.

Retesting must be approved by the AIG Coordinator, AIG Site Champion, Principal and Parents/Guardian. CogAT testing will only be given once per grade level. In order to take the CogAT a second time, a referral must be presented to the site AIG Champion. Prior to testing, all students and families will receive notification of the importance of being prepared and ready to do their best work.

Using multiple criteria based on local norms and a variety of measures, both quantitative and qualitative in the screening process helps to validate that WCS is sensitive to seeking out students from all demographics. Upon

request and based on the student's IEP, special tests will be provided to meet the modification requirements for Exceptional Children's services. For example, large print materials and individual settings are currently being implemented to accommodate special needs. Recommendation to use an alternate assessment and providing the assessment in the student's native language are additional strategies that may be used to assist with the ALG screening process.

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

There will be a great deal of training and professional development opportunities to ensure consistency in the delivery of the screening, referral and identification process. The ALG Coordinator will work closely with the school site ALG Champions to ensure processes are consistently utilized throughout the district.

To ensure consistency in ALG screening, referral and identification, WCS will utilize the PowerSchool identification template (form) to drive the program. All staff members and administrators must become familiar with the identification form to better understand the process of using quantitative and qualitative evidence to support fair and equitable decisions. The district ALG Coordinator and site ALG Champions will provide an overview of the ALG plan annually during a staff meeting at the beginning of the school year. A strong emphasis will be shared on the use of the identification form to help with consistency and simplicity. The district ALG Coordinator is responsible for filling out the electronic form to enter newly identified students into PowerSchool, once the information from the school has been shared. The district's criteria for 2022-2025 is embedded into the ALG Plan which is closely aligned with the layout of the identification form. Once information has been entered, this form will be shared with teachers, parents and students to clearly show testing results and other pertinent data to support the criteria stated in the ALG Plan. It is important to communicate to all stakeholders that criteria and identification areas have been updated to address the North Carolina Department of Public Instruction ALG six standards and forty-five practices. For record keeping purposes, ALG data will be kept in PowerSchool as well as hard-copy files. Files are maintained at each school site under the supervision of the ALG teacher and ALG Champion. To assist with the transition from grade to grade or from one school to another, the ALG Coordinator audits all ALG files annually to check for evidence that supports the Screening and Identification completed form for each ALG identified student, potential ALG student and referred

students. PowerSchool allows the AIG Coordinator, AIG Champions and teachers to monitor checked services, as well as supporting evidence daily. The AIG Coordinator will provide an AIG Fall and Spring Headcount listing all identified students at each school for all Principals and AIG Champions to review and approve. Due to the constant transferring of students in and out of the district, the headcount is a very important tool to review and maintain. Data managers at each school site assist with the updating PowerSchool data.

The AIG Coordinator and district PowerSchool Coordinator are responsible for approving the data at the district level. The AIG Coordinator serves as the case manager for CogAT testing and scoring using a secured site with Riverside Insights, Inc. Information for maintaining the files are provided in a Google.doc folder and office files.

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

Information regarding screening, referral and identification processes are shared in a variety of formats and at various times throughout the school year to maximize the outreach to all stakeholders. Information can also be found on the district's website and in the AIG Handbook and brochure.

Throughout the year and in order to reach as many stakeholders as possible, WCS will use a variety of communication tools and formats to share screening, referral and identification processes. An AIG website will be set up annually to serve as the host for all AIG digital information. The information will have a link to the approved 2022-2025 AIG Plan, AIG Parent Handbook, AIG tutorial PowerPoint, list of AIG certified teachers, link to NCDPI Advanced Learning site, AIG add-on licensure requirements, list of AIG Advisory Board members, a flowchart illustrating the screening, referral and identification process, and most importantly a copy of the PowerSchool template which serves as the screening and identification form. The AIG Coordinator will post upcoming meetings and events relevant to AIG stakeholders. The district website will also be used as a method to help educate and inform parents and families, as well as staff members about the AIG Identification Areas, Multiple Criteria for Screening purposes with detailed information and an AIG Glossary for guidance. Being a Title I school district, it is important to also share printed information to students, staff, parents and families. An AIG brochure will be available in English and Spanish to showcase the program as well as share screening, referral and identification processes. The AIG Champion at each school will be responsible for disseminating the AIG brochures and setting up a school's AIG website. Brochures will be available at all schools,

district office, Open House event, Title I beginning of the year annual meeting, Community Night Meetings, AIG Advisory Board Meetings, School Board Meetings, Kindergarten Registration, Counselor's office, and placed throughout the community at businesses, social services, medical offices, law firms, and daycares.

A copy of the brochure and Parent Handbook will be provided to each parent/guardian at the scheduled DEP/I/DEP beginning of the year meetings. Using a letter format, radio announcements and call system, the district's Superintendent will communicate to all parents/guardians information about AIG identification process, AIG Camp, and AIG updates.

Principals at each school will also share AIG information at Parent/Family Meetings and Events. Staff meetings will be set up to introduce the 2022-2025 AIG Plan and new criteria for screening, making referrals and identifying AIG students and potential AIG students. Classroom teachers, AIG Champions and AIG Coordinator will communicate by email, Remind 101 and a face-to-face arranged meeting with parents/families to address individual needs or concerns. WCS, along with the AIG Advisory Board, believes in being proactive and recognizes the need for strong communication to address concerns of all school personnel, parents/families, students and the community-at-large regarding AIG screening, referral, and identification process.

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

WCS will enforce that the AIG identification process from screening, referral, to serving be documented using PowerSchool and student files. All identified AIG students will have an AIG folder that contains documentation which has led from screening, referral to identification in one of the five identification areas. A list of potential AIG students based on the Talent Development criteria will also be kept on file at the school in which the child is enrolled. AIG files are kept at the school sites under the supervision of the AIG Champion. These files may be stored with the child's cumulative folders and available for viewing as needed by the classroom teacher and/or school personnel. Once the process begins to identify a student, documentation must be available for support and evidence. Once testing is completed and scoring results have been analyzed, the teacher, AIG Champion and principal/designee will

call a meeting with parents/guardian to review all results from testing. The next step will be to check off the criteria met on the screening/identification form to validate that the student has met the requirements to be identified. The AIG Champion and AIG Coordinator will confirm the AIG identification area for the student based on information presented in the plan. Parents will be contacted by a written letter of the outcome. If a child does not meet the local AIG requirements the child's name will be put on the Talent Development list as a potential AIG student. If the child meets the AIG criteria measurements, the AIG Champion along with the support from the child's teacher will set up a Differentiated Education Plan (DEP) meeting. At this meeting, the parents/guardian will view the child's documentation and sign the PowerSchool DEP to start receiving services. Parents/guardians will receive a copy of the documentation presented along with a copy of the newly developed DEP. The school staff will maintain original copies of relevant information and the child's Identification Form and Differentiated Education Plan. The AIG file will become a part of the child's school records.

Once the child has been identified, the AIG Champions will enter the child's information into PowerSchool and label appropriately. All relevant information to support the decision is put in PowerSchool, which includes identification evidence and primary differentiated services for the identified child. Each team member developing and contributing to the DEP must sign and date the form. Team members may include site AIG Champion, AIG Coordinator, teachers, parents/guardians, student and other personnel as deemed necessary. For example, the Exceptional Children's teacher or EC Director may assist with a dual exceptional identified student. PowerSchool data serves as a permanent digital record of AIG documentation which travels with the child as they transfer between schools or districts within the state.

* Ideas for Strengthening the Standard

Advocate and educate all stakeholders to ensure students in WCS have the opportunity to be screened and/or referred in order to be identified as an AIG student, so that they may be challenged and receive differentiated services as needed and required by state policy N.C.G. S. & 115C-150.5. Academically or Intellectually Gifted Students.

As the old saying goes: No one rises to low expectations. Based on strong recommendations by teachers and advisory board members, WCS will consider using 85% and above instead of 80% and above as baseline aptitude and

achievement criteria.

The newly installed Talent Development Program, which is basically a list of names of potential AIG students will consider using 75% to 84% for aptitude and achievement as their criteria baseline. These students will be afforded many opportunities, but will not be required to have a DEP.

Continue to work in conjunction with stakeholders to ensure all understand and follow the screening and referral guidelines and criteria stated in the 2022-2025 approved WCS AIG Plan. This will be done by increasing professional development, presenting at parent/family nights, Principals' meetings and AIG Advisory Board meetings bi-annually.

To improve documentation requirements, WCS will use the PowerSchool electronic AIG form for screening and referrals. This form will serve as a guide for consistency and simplicity to ensure both quantitative and qualitative data is used to develop a comprehensive learner profile.

Planned Sources of Evidence

- * School personnel will input aptitude and achievement results and other pertinent data for evidence for each category listed (completed form per AIG identified student).
- * Invitations, agendas and minutes from Principals' meetings, AIG Advisory Board meetings, and Board of Education meetings.
- * Updated AIG brochure (English and Spanish) and district AIG website (plan, identification flowchart, professional development opportunities, such as CANVAS and add-on programs, parent handbook and A

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>Board minutes for approval</u>  <u>AIG Brochure - English</u>	

Standard 2: Comprehensive Programming within a Total School Community

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Washington County Schools (WCS) uses a systematic method to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting for student's AIG identification. To drive this method, WCS will require all schools (K-12) to use the NC PowerSchool AIG Plan form to record primary services. The AIG program primary services include consultation in regular education, cluster grouping with AIG experienced teacher, resource support with AIG specialist, advanced content/coursework, separate school with advanced programming, subject-acceleration, whole-group acceleration, individualized plan and other program services needed to meet the needs of the student's AIG identification.

Primary service options are discussed during initial placement meetings by the AIG Champion, teacher and relevant stakeholders. School personnel are responsible for checking the appropriate service options and defining specifically how each will be met. This form basically serves as the student's Differentiated Education Plan (DEP) which serves as a guide for meeting the needs of the individual AIG student. It is crucial that the DEP team (including school personnel, parents/guardian, and student) address services and offerings in the DEP comment boxes that focus on the student's academic services, interests, special talents, and strengths. The DEP is a very important document

and must be updated annually, or as needed. School personnel will be able to access the information electronically by going to PowerSchool and will receive a paper copy to be reminded of the plan and services.

It is the goal of WCS to provide primary services and opportunities in each grade span, identification area, and setting to inspire and instill growth for the development of the whole child. In order to follow the state motto – "AIG All Day – Every Day", and to ensure student's needs are being met, appropriate school personnel staff shall be given a list of AIG students and their AIG identification area annually and when updated. AIG should not be an isolated program. All school personnel are encouraged to provide services and support AIG students and potential AIG students directly and/or indirectly. The AIG Champion, AIG Coordinator and Administration will work with all stakeholders to provide a continuum of enrichment, extension and acceleration services, such as competitions, camps, coaching, consulting, resource development materials, content challenges and professional development to analyze student growth.

NOTE: The listed services for each grade span and identification area must be customized to meet the needs of the individual identified AIG student. The service options and strategies serve as suggestions and recommendations that are researched based on best practices. As teachers attend professional development and earn AIG add-on license, the list of programs and services will expand.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* *Consultation in Regular Education-Based on area of identification, differentiation services will be provided in reading or math or both to motivate and challenge the	* *Consultation in Regular Education-(Use learning stations and centers) *Cluster Grouping with AIG Experienced Teacher-(Place with a teacher that has experience in this area) *Resource	* *Consultation in Regular Education-(Differentiation services within any classroom may include curriculum compacting, flexible grouping, literacy circles, intervention and enrichment blocks to include technology, games, books, independent and group	

		* NOTE: The above listed services for each grade span and identification area must be customized to meet the needs of the individual identified AIG student. The service options and strategies serve as suggestions and recommendations that are researched based best practices. As teachers attend professional development and earn AIG add-on license, the list of programs and services will expand.
student. Higher level reading books will be available to meet the needs of the students. Enrichment tools will be used to challenge the student). *Cluster Grouping with AIG Experienced Teacher- (Students will be placed with students of like abilities in their identified area(s) and taught by an AIG Experienced Teacher, if applicable).	Support with AIG Specialist-(Work with counselor, social worker and others to address needs) *Advanced Content/Coursework- (Provide assignments and projects that match interests and strengths) *Separate School with Advanced Programming-(K Dual Lang., Exploratory Classes) *Subject Acceleration- (Reading or Math) *Whole-Grade Acceleration-option *Individualized Plan (Utilize PBIS program, Interest Inventories, Personality Assessments) *Other Program Services (Assignment of a Mentor or Buddy within school and community)	projects and learning stations). *Cluster Grouping with AIG Experienced Teacher-(Research supports clustering groups of students with like abilities. WCS is in the process of ensuring each grade level has a certified AIG teacher, or in the process of adding-on AIG licensure. To assist with this service the AIG Champion and district AIG Coordinator will provide on-going mentoring services and professional development to the teacher). *Resource Support with AIG Specialist-(Each K-5 school will be assigned an AIG Champion to oversee that services are being implemented. The AIG Champion will provide resources and support to provide a full continuum of services). *Advanced Content/Coursework- (Students may receive different work and/or assignments) *Separate School with Advanced Programming-(K-2 Dual Language Program)

(Reading/Math)

- *Whole-Grade Acceleration-(Principal's approval)
- *Individualized Plan (Address interests, special talents and behavior and make referrals as needed)
- *Other Program Services (For example: Battle of the Books, Math Competitions, AIG Camp, and Community Field Experiences)

*Subject-Acceleration-(Students will be placed in reading or math classes based on ability and assessments, not grade level. Teachers will work together to incorporate this service option for the benefit of the student.) *Whole-Grade Acceleration-(Based on proper assessments and meeting requirements, students may skip a grade or be approved for Early Kindergarten Entrance (2G) and/or any grade promotion approved by the principal.) *Individualized Plan-(This plan may address student maturity, behavior, family situations, and other individual needs that will need to be addressed to prevent roadblocks from learning). *Other Program Services-(Develop services that may address student interests and special skills, such as leadership skills, creative thinking, problem solving, critical thinking, communication, collaboration, coding, programming, and other future ready skills

		Incorporate science, social studies, music, art, physical education and dance projects, if applicable. Services may address special counseling services and services to assist with language barriers).	
3-5	* Consultation in Regular Education-Based on area of identification, differentiation services will be provided in reading or math or both to motivate and challenge the student. Higher level reading books will be available to meet the needs of the students. Enrichment tools will be used to challenge the student). *Cluster Grouping with AIG Experienced Teacher- (Students will be placed with students of like abilities in their identified area(s) and taught by an AIG	<ul style="list-style-type: none"> * Consultation in Regular Education-(Differentiation services within any classroom may include curriculum compacting, flexible grouping, literacy circles, intervention and enrichment blocks to include technology, games, books, independent and group projects and learning stations). * Cluster Grouping with AIG Experienced Teacher-(Research supports clustering groups of students with like abilities. WCS is in the process of ensuring each grade level has a certified AIG teacher, or in the process of adding-on AIG licensure. To assist with this service the AIG Champion and district AIG Coordinator will provide on-going mentoring services and professional development) 	Educational Classroom Environment Teacher

		* NOTE: The above listed services for each grade span and identification area must be customized to meet the needs of the individual identified AIG student. The service options and strategies serve as suggestions and recommendations that are researched based best practices. As teachers attend professional development and earn AIG add-on license, the list of programs and services will expand.
Experienced Teacher, if applicable).	<ul style="list-style-type: none"> * Subject Acceleration- (Reading or Math) * Whole-Grade Acceleration-option * Individualized Plan (Utilize PBIS program, Interest Inventories, Personality Assessments) * Other Program Services (Assignment of a Mentor or Buddy within school and community) * Advanced Content/Coursework (Implement House Bill 986 for making Level 5 on math EOG) * Separate School with Advanced Programming-(K-2 Dual Lang.) * Subject Acceleration- (Reading/Math) * Whole-Grade Acceleration- (Principal's approval) * Individualized Plan (Address interests, special talents and behavior and make referrals as needed) * Other Program Services (For example: Battle of the Books, Math Competitions, AIG Camp, and Community Field 	<ul style="list-style-type: none"> * Resource Support with AIG Specialist-Work with media coordinator to build Battle of the Books team to help meet AR services, optional) * Advanced Content/Coursework (Implement House Bill 986 for making Level 5 on math EOG) * Separate School with Advanced Programming-(K-2 Dual Lang.) * Subject Acceleration- (Reading/Math) * Whole-Grade Acceleration- (Principal's approval) * Individualized Plan (Address interests, special talents and behavior and make referrals as needed) * Other Program Services (For example: Battle of the Books, Math Competitions, AIG Camp, and Community Field

	Experiences)	approved by the principal.) *Individualized Plan-(This plan may address student maturity, behavior, family situations, and other individual needs that will need to be addressed to prevent roadblocks from learning). *Other Program Services-(Develop services that may address student interests and special skills, such as leadership skills, creative thinking, problem solving, critical thinking, communication, collaboration, coding, programming, and other future ready skills. Incorporate science, social studies, music, art, physical education and dance projects, if applicable. Services may address special counseling services and services to assist with language barriers).	* *Consultation in Regular Education-Differentiation, varied tests and materials *Cluster Grouping with AIG Experienced Teacher-flex around:	* *Consultation in Regular Education-Differentiation, tiered activities and assignments, flex grouping, using formative and informative data, increase complexity, rigor and
6-8	* *Consultation in Regular Education-Differentiation, tiered activities and assignments, flex grouping, using formative and			

		* NOTE: The above listed services for each grade span and identification area must be customized to meet the needs of the individual identified AIG student. The service options and strategies serve as suggestions and recommendations that are researched based best practices. As teachers attend professional development and earn AIG add-on license, the list of programs and services will expand.
informative data, increase complexity, rigor and challenges. *Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement *Resource Support with AIG Specialist-Differentiated instructional units/centers for complexity *Advanced Content/Coursework-Tiered assignments and activities, varied texts and materials, seminars *Separate School with Advanced Programming-Online programs, if applicable *Subject Acceleration-Credit By Demonstrated Mastery (CDM), Math Compacting	interest group *Resource Support with AIG Specialist-Work with counselors and social workers, as needed *Advanced Content/Coursework-Based on interest and special talents, online courses optional *Separate School with Advanced Program-Explore, if necessary *Subject Acceleration-CDM process, Tier Assignments *Whole-Grade Acceleration-Principal's approval *Individualized Plan-College and Career Ready plan to match interest and ability. *Other Program Services-Participant in the "Why Try" and "Resilience Matters"	* Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement *Resource Support with AIG Specialist-Increase rigor, provide challenging resources *Advanced Content/Coursework-Student data placement *Separate School with Advanced Programming-Subject STEM, Career and Technical Education (CTE) *Subject Acceleration-Credit By Demonstrated Mastery (CDM) *Whole-Grade Acceleration-Principal's approval *Individualized Plan-Develop College and Career Ready Plan to align with interest and ability *Other Program Services-Battle of the Books, Competitions, Technology Programs, Projects and Investigations, Socratic Seminars *Whole-Grade Acceleration-Principal's approval *Individualized Plan-Develop College and Career Ready Plan to
informative data, increase complexity, rigor and challenges. *Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement *Resource Support with AIG Specialist-Differentiated instructional units/centers for complexity *Advanced Content/Coursework-Tiered assignments and activities, varied texts and materials, seminars *Separate School with Advanced Programming-Online programs, if applicable *Subject Acceleration-Credit By Demonstrated Mastery (CDM), Math Compacting	interest group *Resource Support with AIG Specialist-Work with counselors and social workers, as needed *Advanced Content/Coursework-Based on interest and special talents, online courses optional *Separate School with Advanced Program-Explore, if necessary *Subject Acceleration-CDM process, Tier Assignments *Whole-Grade Acceleration-Principal's approval *Individualized Plan-College and Career Ready plan to match interest and ability. *Other Program Services-Participant in the "Why Try" and "Resilience Matters"	* Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement *Resource Support with AIG Specialist-Increase rigor, provide challenging resources *Advanced Content/Coursework-Student data placement *Separate School with Advanced Programming-Subject STEM, Career and Technical Education (CTE) *Subject Acceleration-Credit By Demonstrated Mastery (CDM) *Whole-Grade Acceleration-Principal's approval *Individualized Plan-Develop College and Career Ready Plan to align with interest and ability *Other Program Services-Battle of the Books, Competitions, Technology Programs, Projects and Investigations, Socratic Seminars *Whole-Grade Acceleration-Principal's approval *Individualized Plan-Develop College and Career Ready Plan to

		* NOTE: The above listed services for each grade span and identification area must be customized to meet the needs of the individual identified AIG student. The service options and strategies serve as suggestions and recommendations that are researched based best practices. As teachers attend professional development and earn AIG add-on license, the list of programs and services will expand.
9-12	<ul style="list-style-type: none"> * Consultation in Regular Education-Differentiation, Curriculum Compacting, Increase Complexity *Cluster Grouping with AIG * Cluster Grouping with AIG Experienced Teacher-Flex grouping, curriculum compacting * Resource Support with AIG Specialist-Meet with counselor and social workers for support/services * Advanced Content/Coursework-Based on interests, online classes * Separate School with Advanced Programming-Early Beaufort Community College, Honors, AP Math. ELA * Separate School with Advanced Programming-Early Beaufort Community College, Beaufort Community College 	<ul style="list-style-type: none"> * Consultation in Regular Education-Differentiation based on interest and aptitude * Cluster Grouping with AIG Experienced Teacher-Meeting with counselor and social workers * Resource Support with AIG Specialist-Meet with AIG Champion on a planned schedule * Advanced Content/Coursework-Based on interests, online classes * Separate School with Advanced Programming-Early Beaufort Community College, Honors, AP Math. ELA * Separate School with Advanced Programming-Early Beaufort Community College, Beaufort Community College

		* *Consultation in Regular Education-Differentiation, Curriculum Compacting, Increase Complexity *Cluster Grouping with AIG Experienced Teacher-Flex grouping, curriculum compacting *Resource Support with AIG Specialist- Meet with counselor and social workers for support/services *Advanced Content/Coursework-Online classes with Beaufort Community College, Honors, AP classes, STEM *Separate School with Advanced Programming-Community College, Early College, Virtual Public Schools *Subject Acceleration-CDM, AP Classes, Honors *Whole-Grade Acceleration-Principal's approval *Individualized Plan-Advanced placement, Early College, College and Career Ready Plan *Other Program Services-Clubs, Leadership Conferences, Job Shadowing, Apprenticeships, etc.
classes *Subject Acceleration-Credit By Demonstrated Mastery, AP Classes, Honors *Whole-Grade Acceleration-Principal's approval *Individualized Plan-College and Career Plan, CTE Classes, *Other Program Services-Clubs, Leadership Conferences, Job Shadowing, clubs, extracurricular, etc.	Grade Acceleration-Principal's approval *Individualized Plan-Develop an aligned College and Career Ready Plan *Other Program Services-Participate in the "Why Try" and "Overcoming Obstacles" programs, Job Shadowing, assignment of a mentor in the student's area of interest, extracurricular and clubs, etc.	

*** Practice B**

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

Washington County Schools believes in educating the whole child. Students thrive not only when their academic and intellectual needs are being met, but when their social and emotional needs are being served within the school. School personnel will reach out to various stakeholders to assist the teacher in meeting these social and emotional needs. WCS is committed to provide training, resources and support personnel to address social and emotional needs. Each school in WCS has a certified counselor, school nurse, and the use of a social worker within the district and contracts with school psychologists, as needed. WCS has a large Exceptional Children's program and is constantly receiving training to serve Exceptional Children and twice exceptional students. Counselors attend training and AIG professional development sponsored by the AIG program to increase their skills in working with AIG students in all five identification areas, especially Intellectually Gifted (IG) and Academically and Intellectually Gifted (AI). School counselors are included in meetings and discussions related to services and grade or subject advancement decisions. Counselors are encouraged to develop small group sessions with gifted students to address issues related to their giftedness. Additional sessions could address perfectionism, test anxiety, lack of motivation, competitiveness, and underachievement. Some Differentiated Education Plans for certain students may include support services from a various group or personnel! If written in the plan, it shall be done and monitored by the AIG teacher and/or AIG Champion. The AIG Coordinator, AIG Champion and AIG Advisory Board members will develop a list of volunteers to serve as mentors and/or buddies for certain students. The Career Technical Director, Career Development Coordinator and counselors will set up career day, shadowing programs and other events to address interests and goals of gifted students.

Social Workers within the district have implemented two highly recommended programs: "Why Try" and "Overcoming Obstacles" to help motivate all students. These programs provide life skills curriculum, tools, and training that teach resilience and motivation. The focus of these programs is to help students in grades K-12 who are overcoming obstacles learn three fundamental skills on which all other skills can be built. The three skills are communication, decision making, and goal setting. These programs benefit all students, including the gifted and potential gifted learners.

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

The AIG program and services in Washington County Schools are an integral part of the total school community within the guidelines of the School Improvement Plans, Title I Plans, Exceptional Children's Program, Career and Technical Education Program, NC AIG State Standards, district and state policies. The district AIG Coordinator works with administrative teams to make sure the needs of gifted learners are addressed at all levels in practice and policy. The AIG Coordinator, provides updates related to AIG programming and services to all site AIG Champions through emails, meetings, google.doc, phone calls and site visits. AIG Champions and Principals serve as AIG partners and are responsible for updating school personnel. The AIG Coordinator will provide services and presentations to the AIG Advisory Board, Board of Education, schools and community members through radio announcements, school meetings, community meetings and special events. The AIG Coordinator will assist media coordinators with district Battle of the Books competitions. The AIG Coordinator will develop surveys to monitor connectivity among all stakeholders and compile the data to improve the district's AIG program. The district AIG website, Parent Handbook, AIG state policy, and AIG brochure will be developed as a central communication tool and updated as needed. The AIG Coordinator and program will sponsor school counselors and social workers to attend professional development to learn more about social and emotional needs of the gifted student. The Exceptional Children's Director serves on WCS AIG Advisory Board and meets with AIG Coordinator or AIG Champion when twice exceptional (2E) children are screened, referred and/or identified.

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

Washington County Schools will continue to use grouping practices to facilitate the achievement and growth of AIG students and other students with advanced learning needs. The main procedure of grouping practices for grades K–5 will be cluster grouping. WCS defines cluster grouping in grades K-5 as placing small groups of 4-5 AIG students

together in a classroom and, when possible, assigning the cluster to a teacher with AIG licensure or experience working with gifted students. The cluster grouping allows advanced students to benefit from working with peers or a similar intellectual and academic ability. School level personnel will analyze all available data to form intentional cluster grouping for core instruction. Compacting will also be considered for students who show achievement above their grade level. For example, this allows a 7th grade student who does well in reading to attend an 8th grade class for reading but will be in their grade level for all other subjects. Grouping also takes place according to interests and passions. Research topics based on interests allow students to work with other students, teachers, and/or community members with the same interests.

Examples of data for elementary level (grades K-5); Imagine Math/Imagine Reading, Mclass, Lexile Levels, Beginning of Grade testing (BOG), Read to Achieve (RtA), End of Grade (EOG) data, aptitude testing results and other formal or informal assessment tools.

Examples of data for middle school level (grades 6-8); End of Grade test results (EOG); benchmark data, NC Check-In data, aptitude testing results and other formal or informal assessment tools.

Examples of data for high school level (grades 9-12); End of Course test results (EOC); benchmark data, aptitude testing results and other formal or informal assessment tools.

Examples of data for Honors classes for middle school level: End of Grade data, class averages, teacher recommendation.

Examples of data for Honors/AP classes for high school level: End of Course data, class averages, PSAT score, SAT score, teacher recommendation.

Throughout the year, information is shared to school personnel that relates to best practices around homogeneous grouping and heterogeneous grouping through research-based articles and professional development. Policies and procedures are reviewed annually to determine if changes need to be made based on new policy and best practices for gifted learners. Student achievement data is analyzed before and after grouping practices to determine the effectiveness of the policies and practices.

WCS has implemented N.C. Senate Bill 500 requiring all students with a level 5 on the mathematics end-of grade assessment to be placed in advanced mathematics through the compacted math program. Compacted math allows students in grades 6-8 to complete four years of math in three school years. The purpose of this law is to ensure students of advanced academic ability in math are challenged regardless of whether they are AIG identified or not.

Students who qualify for compacted math but are not AIG identified will be placed in the Talent Development pool for screening purposes.

An additional best practice of grouping is to develop a pool of students that are not formally identified as gifted but have demonstrated a need for extension and/or enrichment of the regular curriculum provided in the classroom. Students that meet the Talent Development criteria in grades K-12 are not formally identified and will not need a Differentiated Education Plan or an AIG record created in PowerSchool. No parent/guardian meeting is required, but parents/guardians should be informed of the potential AIG status. The AIG Champion and teachers shall closely monitor the student's progress and provide growth opportunities.

*** Practice E**

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

Washington County Schools is committed to informing 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. In order to train

and provide up-to-date practices and procedures, WCS staff members will attend local, regional, state and national conferences and meetings to learn the most recent differentiation strategies, resources, policies and best practice procedures. WCS will support teachers to obtain AIG add-on licensure so that they may better serve as advocates for the AIG program. The AIG Coordinator along with qualified staff members will reach out to assist and teach fellow co-workers about the importance of differentiation and provide suggestions and ideas on differentiation methods. A special support system will be set up to assist beginning teachers, current lateral entry teachers and Visiting International Teachers (VIF). Training will take place at professional development training sessions, Professional Learning Communities (PLC), staff meetings, and Teacher Talk sessions for beginning teachers. To assist with the AIG program and services. This PowerPoint presentation will be shared at training sessions to ensure all stakeholders are familiar with the AIG program and services. This PowerPoint will be posted on the district's website. A link to frequently asked questions (FAQ) will be posted on the AIG website. A flowchart showing the AIG identification process will be posted on the AIG website and printed in the AIG brochure. A handbook with an overview of key information will be provided to AIG Champions, Principals, Chief Academic Officer and others upon request. A copy of the Differentiated Education

Plan that clearly outlines the screening and identification criteria and service delivery options will also be posted on the website.

The AIG Plan will be placed on the district's website once the local school board approves. All school personnel will receive written notification from the Superintendent and AIG Coordinator to read and study the 2022-2025 AIG Plan. Once Board approved, the AIG Plan will become policy and shall be followed and implemented as presented. In writing the AIG Plan, many preparations took place, including surveys, questionnaires, advisory board meetings, principal's meetings, and community meetings to gather input, suggestions and strategies that follow best practices relevant to gifted education.

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

The site AIG Champions meet with the AIG Coordinator on a regular basis to promote a seamless continuation of services from school to school, grade to grade, home to school, school to college and students transferring in and out of the school district. Transition periods are very important and require strong communication, in order to transfer files successfully. The AIG Coordinator will assist with transferring paper files. Using the electronic AIG form in PowerSchool will contribute to better communication of student information, criteria, and needs and will automatically transfer student data. At the beginning of the school year, all instructional staff will be required to attend an AIG 101 training session that shares a prepared PowerPoint on key components of the AIG Plan. This training will go over the basics of the AIG program and inform school personnel of where to find the AIG Plan, and other helpful tools. AIG Champions and teachers will set up DEP meetings prior to school starting. AIG Champions will communicate with regular classroom teachers at the beginning of each year to ensure teachers are aware of students who are AIG identified and their area of identification. Proper communication is extremely important to ensure appropriate differentiation is happening. AIG presentation will be a part of the required annual Title I meeting at the beginning of the school year. All schools sponsor a transition program between different schools. The AIG Champions and Coordinator work with the EC and EL departments to ensure smooth transitions for twice exceptional students, as well.

*** Practice G**

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

Washington County Schools will provide policies and procedures to meet a variety of acceleration opportunities for advanced students. Acceleration opportunities and corresponding criteria will be placed on the district's AIG website and shared at Family Night events, Student Orientation, and Transition Night.

Early Admission to Kindergarten: Children who reach their fourth birthday by April 16 may enter kindergarten if they demonstrate an extraordinary level of academic ability and maturity. Any testing required for early admission to kindergarten is done at the families' expense.

The Early Admission to Kindergarten admission policy is pursuant to North Carolina General Statute GCS-J-001 listed below.

A. To determine the eligibility of a four-year old child to enter kindergarten pursuant to the provisions of G.S. 115C-364(d), the principal shall confer with a committee of professional educators to consider for each child the following factors:

1. Student Aptitude - The child shall be precocious in academic and social development and shall score a minimum score of 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. Student Achievement - The child shall be functioning from two to three years beyond the child's peers. The child shall score a minimum score of 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.

3. Student Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete and informal assessment of the child.
4. Observable Student Behavior/Student Interest – The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently with a group. The parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development.
5. Motivation/Student Interest – The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

 - a. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days' notice before exiting the child from school so the parent may arrange child care, if needed.
 - b. Local Educational Agencies (LEAs) may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.
 - c. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team

determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Grade or Subject Acceleration Process:

1. Parents and/or school personnel must present a request for acceleration in writing to the principal.
2. The AIG Champion will notify the school principal and the classroom teacher(s) of the written request for acceleration. The classroom teacher(s) will gather work samples that demonstrate work 2 years above grade level. The AIG Champion will collaborate with classroom teacher(s) to determine how long work samples will be collected. A team will meet to discuss the compiled data and work samples to decide the outcome.
3. The AIG Champion and team will meet with parents/guardian to explain the decision of the team. If reviewing data and work samples for subject acceleration, the meeting may include the current subject teacher and if possible the potential receiving teacher. The team may recommend the student complete the Iowa Acceleration Assessment for further documentation, especially if considering grade acceleration. Parent/guardian permission is required to test. The AIG Coordinator, trained staff personnel or school psychologist will complete the required testing.
4. When testing is finished, the team will reconvene to complete the remainder of the Iowa Acceleration Form. The parents/guardian, an administrator, the current teacher(s), the potential receiving teacher(s), and AIG Champion should be included in the meeting. The student should score a minimum of 60 points on the Iowa Acceleration Scale to be recommended for Grade acceleration. If acceleration is recommended, an Individual Differentiation Education Plan (IDEP) will be developed to best meet the needs of the student. The plan should serve as a guide for transitional purposes including a timeline. Review of performance should be on-going to ensure a smooth transition and student growth.

Credit By Demonstrated Mastery (CDM): "Credit by demonstrated mastery" is the process by which Local Educational Agencies shall, based upon a body-of evidence, award a student credit in a particular course without requiring the student to complete the classroom instruction for a certain amount of seat time. Access to the Credit by Demonstrated Mastery process is open to all NC public school students or high school courses in grades 9-12 and those high school courses offered in middle school that a district chooses to offer. It allows subject-level acceleration without requiring full grade-level acceleration. CDM also promotes personalized learning and removes the requirement for seat time so that a student may take a more advanced course in that same subject area or provide time in the class schedule to explore a new topic. CDM information is posted on the district website or students/parents may contact school

counselors to get additional information and the specific timelines related to application due dates and testing windows.

Washington County Schools will provide CDM as a service option following local guidelines, coordinated by the Career and Technical Education Director.

Compacted Math: In accordance with Senate Bill 500, students who score a level 5 on the End of Grade assessment are placed into the advanced course for the next math course in which the student is enrolled. Students in seventh grade who score a level 5 are enrolled in Math 1 in eighth grade. Parents must request in writing if they do not want their child in this compacted curriculum track. The principal or designee will be responsible for ensuring clear communication regarding this process as directed by law.

Advanced Coursework: To increase rigor and offer challenging courses, students in grade 9-12 are encouraged to plan an academically rigorous course of study by taking honors, advanced placement, and community college courses. Juniors and seniors who meet the qualifications may take college level coursework in partnership with the local community college.

Internships and Job Shadowing through Career and Technical Education and other school initiatives will be offered as a service option, if applicable or requested.

Dual Enrollment: Washington County Early College High School and Washington County High School are partnered with Beaufort County Community College. This partnership allows students the opportunity to take college courses while still enrolled in high school. This enables both schools to offer advanced coursework that would not ordinarily be offered in a traditional setting. This allows students to engage in rigorous studies while making progress towards a college degree, diploma, or certificate. Students are able to select from 30 associate degree programs, 14 diploma programs, or 48 certificate programs. All of the expenses for these opportunities, including textbooks, transportation, and meals are covered by Washington County Schools. This allows students to choose the pathway that best suits their college and/or career choices.

*** Practice H**

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

Washington County Schools has set up a Talent Development Program that will broaden access to advanced learning opportunities for underrepresented populations in gifted at all schools (K-12) which will allow for a larger number of students to receive enrichment and intervention services. The AIG Champion and school personnel will develop lessons and units, clubs, competitions and community learning experiences that are intentionally planned to include representation of a variety of groups and individuals. The AIG Champion at each school will provide a list of the Talent Development students to all teachers to ensure these students are getting services and being considered for testing or retesting.

Core curriculum resources provided to all K-8 teachers include extension and enrichment activities that all teachers will be asked to implement to ensure all students have rigor and challenges to develop higher-order thinking skills and critical thinking. The Chief Academic Officer, along with other administrators, will observe teachers to monitor quality teaching for all students.

Washington County Schools has a Dual Language program for K-2 at Creswell Elementary School. These classes serve and inspire the importance of learning different languages at an early age and is open to all K-2 students that would like to enroll. This is a unique service which will be extremely helpful for our culturally/ethnically population and English language learners.

Student data (K-12) and observation of common gifted characteristics for all students will be reviewed by the teacher each nine weeks. Teachers, AIG Champion and AIG Coordinator will review End of Course, Grade Point Averages, class ranking and historical grades to intentionally seek out students from underrepresented populations. A close study of the top ten percent per grade level will be analyzed to determine if a student needs to be screened for AIG identification. Students who are referred for gifted identification but do not meet the multiple criteria guidelines will be added to the Talent Development pool of students. Students will be allowed to be reevaluated annually.

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

As a method to encourage, motivate and inspire gifted and potential gifted students, AIG funds along with other funding sources will be used to sponsor an AIG Summer Camp for identified gifted students and potential gifted students. Criteria for summer camp enrollees and theme will be planned and developed yearly under the direction of an appointed camp director. School AIG Champions and school counselors will be responsible for sharing Duke TIP

Information, Governor School, PAGE Program and other extracurricular programs and events that enhance and further develop the needs and interests of AIG students.

Throughout the school year there are numerous extracurricular opportunities available in grades K-12 where students can experience enrichment, extension, and acceleration to meet their academic and affective needs. The elementary and middle schools participate in the Battle of the Books competition. AIG, Title I and media funds are used to support this initiative. The elementary and middle school also participate in STEM programs, as well as Science Night. WCS has a variety of school clubs for students to foster their academic and intellectual interests. Students are encouraged to participate in clubs, sports, talent shows, and community projects to develop leadership and lifelong learning skills. AIG funds are used to sponsor student leaders in various events, such as HOSA (Health Occupation Skills Association) and Beta Club Conferences. A written request and proposal are required since funds are limited in this line item. However, WCS will seek out STEM grants and other methods to provide appropriate learning opportunities and experiences for gifted and potential gifted students.

* Ideas for Strengthening the Standard

WCS is in the process of building an AIG program that will promote equity and excellence. Communication and professional development are the key starting factors to strengthen this standard. The WCS AIG page will be updated. To ensure equity, the AIG Coordinator will create a PowerPoint presentation and brochure to highlight the WCS AIG program in a simple and clear method to share with all stakeholders. The 2022-2025 AIG Plan will be easily accessible on the district's website and Facebook. Eventually, an AIG Handbook will be developed to serve as a guide, especially for school personnel. However, the AIG Plan has been written in a systemic design based on state laws and standards which stakeholders are encouraged to use and follow.

Planned Sources of Evidence

	<ul style="list-style-type: none"> * Website with specific links to laws, policies, and procedures that explain acceleration opportunities and requirements, and extra-curricular programs. * Facebook to showcase events and happenings * PowerPoint presentation to educate and advocate for AIG Program * Talent Development Criteria and List of Students * Differentiated Education and Individualized Differentiated Education Plans in PowerSchool and hard copy. * Social and Emotional Training Opportunities * Email, letters, phone calls, meeting agendas and minutes 		
Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		 Powerschool DEP document  AIG Google Slides  AIG Meeting Agendas

Standard 3: Differentiated Curriculum and Instruction

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

Washington County Schools recognizes the importance and need to adapt the North Carolina Standard Course of Study (NCSCOS) to address the range of readiness exhibited by gifted and potential gifted students and use as an entry point for differentiation. Differentiation strategies in and outside of the classroom, including enrichment, extension and acceleration opportunities, are used to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners. Differentiated strategies and instruction are designed to support and extend the regular education curriculum. Using the Rigor/Relevance Framework as a guiding focus, AIG Facilitators will continue to plan and develop curriculum based instruction that will enrich, extend and accelerate appropriately for students' learning. As classroom teachers throughout the district continue to receive professional development on classroom instruction that leads students through higher level questioning and critical thinking skills and real world application, the AIG Coordinator will offer further instruction on differentiating for high achieving students. In collaboration with the Secondary Educational Specialists, the AIG Department will work to support differentiation strategies with Honors and Advanced Placement Courses. This differentiation is offered through small group instruction, independent projects, or individual meetings using our core curriculum and other resources. The core curriculum is used as a guide to allow teachers to extend the learning of AIG students. In addition to differentiation within the regular classroom, WCS serves AIG students in grades K-8 through cluster grouping with students with like abilities. However, teachers must still provide personalized learning and make connections to content and materials to which the student would not normally be exposed. The WCS 1:1 technology program supports creating personalized learning environments through

accelerated pacing and differentiation for all students K-12. Teachers work closely with media coordinators within the district to support partnerships to provide support and direct instruction for AIG students.

WCS has worked extensively to differentiate the curriculum to meet the needs of K-12 students. The district supports continuous unpacking of the standards as an ongoing process to fully align classroom instruction. There is also training provided in the core curriculum for extension and enrichment. Professional development is offered often in differentiation and extending the curriculum. In addition, advanced students are provided the following service options to assist with meeting various levels of readiness, ability and interest, such as:

- Individualized Project-Based Learning
- NC Academically and/or Intellectually Gifted Instructional Resources Projects
- Personalized learning through programs such as Imagine Learning
- Book Clubs
- Competitions (Science Olympiad, Battle of the Books, State Mathematics, Career and Technical Education contests, etc.)
 - Technology-based projects
 - Guest speaker sessions
- Job shadowing (partnerships with business, medical, legal, technology leaders in the community)
- Community Learning Experiences (field trips)
- Summer Camps
- College Visits
- Small group instruction
- Dual enrollment courses in partnership in our community college

- NC Virtual Public Schools (grades 7 - 12)

- Honors Courses
- Advanced Placement Courses

Acceleration options are available in grades K-8 through grade advancement, single subject advancement and curriculum compacting in middle school math. WCS will research the idea of bringing in the Duke Tip Program to provide additional opportunities for gifted students in grades 4 -7. Elementary staff members will explore the option of using Primary Thinking Skills (PETS) in grades K-2 as an additional resource to help young learners build on challenging thinking skills.

Students in grades 9-12 are encouraged to consider opportunities for acceleration by participating in programs from NC Governor's School, North Carolina School of Science and Mathematics and the North Carolina School for the Arts. Counselors and teachers will be asked to assist with setting up these services.

* **Practice B**

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

Teachers are expected to differentiate instruction even within clustered classroom environments. Differentiated instruction will include but is not limited to the following instructional practices:

- Pre- and post- assessments
- Tiered instruction
- Project-based learning

- Curriculum compacting
- Cooperative grouping
- Socratic Method
- Individualized instruction
- Interest Inventories
- Higher Order Thinking activities

- Small group instruction as defined by formative assessment data

It is the goal of WCS to have all teachers utilize a variety of instructional practices according to the abilities, readiness and interest of the ALG students they work with. A major focus will be to train teachers in using up-to-date teaching skills and best practices that will incorporate future-ready skills such as critical thinking, problem-solving, communication, and collaboration when solving real world problems-based tasks. In addition, teachers will be encouraged to help gifted students build advanced communication and research skills through practices such as Socratic Seminars, Speech and Debate. These practices give students opportunities to learn and practice effective communication skills and allow students to further develop creative and critical thinking skills. The AIG Champion, Chief Academic Officer, Principal and others will share resources and strategies, as well as assist and monitor teachers to ensure these instructional strategies are being used in the regular classroom environment.

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

Washington County Schools utilizes a variety of instructional resources to enhance student learning. Some of the resources include the textbook that ELA and Math uses in grades K-8 that will provide professional development for staff members. The curriculum materials selected by staff members include numerous enrichment activities that will

challenge students and increase rigor in the learning environment. Other resources used might include the PETS program, vetted websites for Project Based Learning, and varying robotics pieces that students can use.

The Instructional Framework includes components that ensure all teachers design consistent, quality instruction. The framework components include:

- Learning Purpose
- Anticipatory Set
- Direct Instruction
- Guided Practice
- Collaborative Practice
- Independent Practice
- Review

Many teachers are participating in the MTSS training. Teachers are participating in STEM training to learn more about careers in the future in high demand. Teachers are also spending time in professional development to learn more about robotics, coding and the engineering problem-solving model lessons and activities that will motivate students to be better thinkers. Teachers and staff members will share best practices and information learned from professional development with others during Professional Learning Communities (PLCs). (Teachers and staff will work in PLCs to extend learning using the core curriculum and resources provided by AIG funding. These resources include, but are not limited to, robots (Dot and Dash), books, specific technology devices and software/programs, etc.)

The AIG Champion, AIG Coordinator and administrative team will continue to share effective lessons/units and research-based materials with our educators. Teachers share ideas and resources during PLC meetings. Many of these resources are obtained from conferences, university courses, regional AIG meetings, digital learning sites and publications. Additional resources that incorporate research-based practices and methods include materials related to:

- Battle of the Books

- Science Olympiad
- Spelling Bees
- State Mathematics Contest
- Edgenuity
- Teen Court
- Explorers Program

- Community-Based Projects
- Service Learning Opportunities
- Inquiry-Based Learning
- Extension efforts at Early College (K-13)
- Imagine Math Pathway

* **Practice D**

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

Instruction for the gifted student should include an accelerated pace, advanced content, greater depth and complexity, enrichment and extension, and above all differentiated instruction. Students are provided with the opportunity to participate in collaborative activities including, but not limited to the following:

- Service learning projects
- Peer tutoring/mentoring/teaching

- Technology-based projects
- Enrichment activities/blocks
- Google and Chrome Applications
- Accelerated content
- Distance Learning
- Career and College Promise/Dual Enrollment
- STEM activities - selection of PBLs, standard based projects, and students needs or interests are presented and planned with students and regular education teachers.
- Internships/Apprenticeships
- Clubs and organizations
- Competitions
- Honor courses
- Advanced Placement courses
- MATCH program (Motivating Adolescents with Technology to Choose HEALTH)
- Advanced Communication and Research Skills
- Leadership Skills workshops
- Interpersonal Relationships in the real word workshops
- Summer AIG Camp
- Citizen Science Project

These opportunities build higher order thinking skills and critical thinking. They allow students the opportunity to work with others in social settings that will help them develop social skills and collaboration as well as the opportunity to present their research in public settings allowing them to learn communication and leadership.

The above suggestions will be provided to AIG teachers and other staff members to consider and focus on when selecting appropriate service options for the identified AIG student in one of the five different identification areas. Teachers are not limited to this list but it may serve as a guide when developing the Differentiated Education Plan aligned with the PowerSchool template.

*** Practice E**

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

All students are taught in the "core" framework of state requirements. As students move through that core, students may be accelerated or remediated as each student demonstrates content understanding. Teachers work through their grade level PLCs with Instructional Coaches to determine the needs of students through use of data from the following assessments:

- Formative assessments (benchmarks, Mclass progress monitoring, weekly pre and posttests, NCPATS, NC Check-ins, etc.)
- Summative assessment (End of Grade, End of Course, Common Exams, WorkKeys) *Classroom instruments (teacher made tests, report cards, etc.)
- Program Assessments (Imagine Language and Literacy & Math K-5, i-Ready 6-8, Edgenuity 6-8)
- EXPLORE, PLAN, ACT, PSAT, SAT

WCS will continue to emphasize the importance of ongoing assessment (formative and summative) as the key to effective differentiation within the classroom. Professional development will be provided to staff members to build on the importance of understanding and utilizing data to flex group students within the classroom for differentiation of content, process, and product.

A variety of state-wide and local assessment data is available to teachers. This data include mClass and North Carolina check-ins, common formative assessments developed by PLCs and classroom developed assessments. Teachers are encouraged to use data, they are also encouraged to pre-assess to determine if any student has already mastered material and can compact their instruction. It is recommended that teachers within a building or grade level use student data to flex group students within a grade span or content area to facilitate instruction depending on the student's level of readiness. Students who demonstrate mastery of a particular content or standard should be grouped together and provided opportunities for extension and enrichment while those who are below the level of mastery can be grouped for direct instruction or reteaching.

* Practice F

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

WCS uses strategies to develop the curriculum and practices to address the social and emotional needs of gifted students including, but not limited to:

- AIG Summer Camp - to provide on-going social contact during the summer
- Transition camps for students entering new schools - to introduce and familiarize students with new environments and people
- Peer Group Connection - High School (PGC) - Program from Center for Supportive Schools - to provide social and emotional connections for high school students
- MTSS teams to gather and analyze social-emotional data
- Collaborative Academic Planning and Scheduling (CAPS) - WCECHS - to allow students ownership in their own scheduling
- Use of interest inventories
- Lessons that address the social and emotional needs of AIG student
 - Flexible Grouping
 - Cluster Grouping
 - Positive Behavior Intervention Strategies (PBIS)
 - Extra-curricular activities, clubs, and organizations

- Career Development Plans (Major Clarity)

- Mentoring

- Parent/Guardian Conferences and New Programs: "Zones of Regulation", "Second Step" and "Overcoming Obstacles" - taught by social workers and teachers in grades K-12

Classroom teachers often provide informal counseling to gifted students and/or make referrals to the school counselor or AIG Champion to support the whole child. To improve these services, additional training to staff members is available in numerous ways. At the beginning of the year AIG training, social and emotional issues and characteristics are shared in a PowerPoint presentation. Books, flyers and additional training sessions are shared with staff members and serve as resource tools, as needed. Guest speakers are invited to schools to better educate students of life-crises and how to cope. Counselors at each school receive AIG training in dealing with social and emotional needs of the gifted student. School psychologists and Exceptional Children's Director are included in meetings in some situations. Since bullying is a major issue in today's schools, elementary counselors provide in-class training on how to deal with bullying and other issues that may arise.

Social workers within the district have implemented a curriculum that helps all students set goals, develop decision making and communication skills.

* **Practice G**

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

Washington County Schools provides an on-site AIG Champion at each elementary school that provides intentional attention to students entering Kindergarten with strong academic skills, motivation and advanced opportunities. Parents are provided information on how to address these high skills, if they are not already aware. Parents are given a Parent's Rights Handbook and Early Admission to Kindergarten materials, upon request or may view information posted on the district's website. Teachers are made aware of the pre-screening assessment that is done prior to entering Kindergarten. Teachers in grades K-3 also use the K-3 formative assessment tool to get a better understanding of the students' skills and knowledge. Additional

training of teachers will be provided to ensure that teachers address the importance of identifying and serving K-3 students. Teachers will be asked to focus on different skills and ways of thinking (i.e. analytical thinking, inventive thinking, and evaluative thinking) using the Primary Education Thinking Skills series. Other tools and strategies to aid in serving K-3 students to foster creativity, curiosity, and critical thinking may include:

- Imagine Math/Imagine Literacy
- AIMS Educational Practices
- Weekly lessons that are differentiated with the purpose of developing AIG and potential AIG students.
- Clubs focusing on various areas of content
- Book Clubs
- Accelerated Reader
- Field trips
- Guest speakers
- Problem-Based Learning
- Project-Based Learning
- STEM Activities
- Research projects

Students in K-3 may be screened and referred for AIG identification in one of the five AIG identification areas as stated in the WCS AIG identification guidelines. If students do not meet the multi-criteria requirements, their name will be included in the Talent Development pool to be watched closely as they make academic growth. WCS provides CogAT testing upon request with strong evidence for students in grades K-2. All third grade students are given the CogAT aptitude test in the month of February to provide universal screening opportunities to support equity and excellence for all students. The assessment results will be used to assist with identification of AIG students and Talent

Development students. Results are also used to address other special needs or concerns that may have an impact on the student's aptitude.

Special services that may be delivered for identified K-3 students and included in their DEP could include:
Differentiation with the regular classroom, cluster grouping with AIG certified or experienced teacher, resource support from AIG Champion, Advanced Content/Coursework, Subject Acceleration, Whole-Grade Acceleration, and Individualized Plan.

Talent Development or students being screened for AIG may receive informal services as needed to enhance and challenge the young gifted learner. Teachers are encouraged to work together to provide unique services that meet the need of the student. The AIG Champion and/or AIG Coordinator will assist in ordering and providing appropriate learning resources for the high achiever, which may include higher level reading materials and math concepts. Enrichment and extension classes should be made available, such as summer camp or afterschool programs (pending funding availability).

*** Practice H**

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

The on-site AIG Champions, Chief Academic Officer, Instructional Champions, Principals, Assistant Principals and AIG Coordinator will work with educators to correlate programs used among all schools in Washington County. Teacher evaluations and AIG concerns will be addressed at district meetings for principals and directors. WCS has clearly emphasized that differentiation is a top priority and teachers are expected to differentiate the North Carolina Standard Course of Study within their classrooms to meet the needs of all students. Student data will also be discussed and reviewed at district and school meetings to ensure student growth among all subgroups. Currently, the student data shows that many AIG students are not growing and the EVAAS data shows a decline for many identified gifted students in the district, especially at the middle school and high school level.

In order to support the needs of differentiation at all levels, professional development relating to differentiation will be provided for staff members throughout the school year and during the summer training sessions. Principals and other evaluators will reinforce the reasons that differentiation needs to be addressed and implemented. The AIG Coordinator will share resources and instructional practices with principals and AIG Champions to implement with teachers. Such as using guided questions when meeting with teachers to assist with reflecting on differentiation for the gifted learner.

Sample questions may include:

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

Teachers must communicate and collaborate on methods and ways to better customize learning opportunities. With only a few twice exceptional identified students, it is important that the EC and AIG departments work closely with twice exceptional learners and not overlook their unique needs. Networking with similar situations is very beneficial in this area. Teachers will need support in personalizing learning needs.

Professional Learning Communities (PLC) time will be set aside for teachers to collaborate and share differentiation strategies that are working. During this time, teachers will preview curriculum materials and resources used by other districts that support a higher level of instruction. AIG funds will be set aside to purchase approved curriculum materials.

With the support of the Career and Technical Education Department, Washington County Middle School and Washington County High School will expand the Science, Technology, Engineering and Mathematics (STEM) classes to offer additional differentiated services.

* **Practice I**

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed

annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

State policies mandate a DEP or IDEP be maintained for every identified AIG student and reviewed annually. As a result, WCS has implemented a simple and clear method to utilize the DEP template provided within the NC PowerSchool program. This electronic tool clearly

lays out the basic requirements to meet the law. It also provides plenty of boxes for comments and the capability of listing other and additional resources and/or programs. The document can be completed during a DEP meeting with appropriate stakeholders. It can be printed to allow all stakeholders to sign and date the documentation, which is then filed in the student's folder and saved in PowerSchool. This tool serves as an excellent method to ensure documentation is passed on if a student transfers to another school in NC. Also, the information is easily accessible for staff members to view to provide a continuum of services.

It is recommended WCS develop DEPs for all AIG students prior to the beginning of a new school year in order to fully implement services at the beginning of the school year. These DEPs are written to meet the needs of the individual student. Records of yearly DEPs will be maintained by the on-site AIG Champion. The district's AIG Coordinator will monitor these files annually to ensure proper evidence and services have been established. DEPs may be reevaluated as needed based on student's performance and progress. The DEP is an on-going guide listing primary delivery services that the AIG student is entitled to receive. A list of potential AIG students is on file with the site AIG Champion. This list is shared with teachers to ensure these students are getting additional services. DEPs are not required for Gifted students or for students who may need modifications or specific accommodations not included on the regular DEP. The IDEP does not replace the DEP but is instead a support to ensure the student's unique needs are being met. For example, students who are grade or subject advanced, admitted early to kindergarten, or twice-exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.

* Ideas for Strengthening the Standard

Expand the STEM enrichment opportunities for AIG students Increase numbers of teachers obtaining AIG certification

Promote more attendance at regional and state AIG conferences

Preview (for purchase) curriculum materials and resources designed to support AIG students Increase professional development on differentiation services

Educate and Advocate for AIG students and program

Train staff on completing and implementing DEPs, and IDEPs

Planned Sources of Evidence

- * Agendas and sign-in sheets
- * DEP training sessions and updated completed DEPs outlining service options
- * Variety of Assessment data: EVAAS
- * Differentiated lesson plans (Tiered Assignments)
- * STEM enrollment at middle school and high school

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

Standard 4: Personnel and Professional Development

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Washington County Schools (WCS) employs an AIG-licensed educator to serve as the AIG District Coordinator. The AIG District Coordinator's responsibilities include but are not limited to the following duties:

- Advocates and educates stakeholders to support, develop, and implement Washington County Schools' AIG plan and program for serving academically and intellectually gifted students, as well as potential AIG students. To ensure the needs of gifted students are being met consistently across the district, the district's AIG Director will meet monthly with all building principals (K-12) and on-site AIG Champions. Communication is the key to building capacity and effective leadership.
- Provides leadership and guidance to school based AIG Champions to ensure program equity and excellence is implemented in the K-12 screening, referral, and identification processes.
- Provides leadership and guidance to school based AIG Champions to support primary services for identified gifted students, as well as potential gifted students listed in the Talent Development Program.
- Supervises NC AIG PowerSchool data to ensure all identified gifted students have a completed and up-to-date Differentiated Education Plan (DEP) or Individually Differentiated Education Plan (IDEA).
- Supervises and maintains testing materials and scoring documentation for CogAT aptitude testing and IOWA achievement testing.
- Provides professional development to staff, which includes an AIG orientation for all staff members at the beginning of the school year.

- Promotes and supports the add-on licensure program for eligible WCS staff members.
- Oversees the Washington County Schools' AIG Advisory Board to gather input, support, and suggestions for the improvement of the AIG program, plan and services.
- Develops and oversees the AIG budget based on needs and AIG approved plan.
- Participates in school meetings, district meetings, regional meetings, statewide meetings and initiatives to support the AIG program and plan
- Participates in MTSS meetings to effectively represent, provide information about, and advocate for the AIG program.
- Assist with providing resources and opportunities that will enhance and support AIG services for the gifted students.
- Develop communication strategies for staff, families and the community to support the AIG program.
- Monitor the implementation of program services and documentation.
- Perform other duties and responsibilities as assigned by the supervisor.

* **Practice B**

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

To address the academic, intellectual, social and emotional needs of gifted learners, WCS not only has a district AIG licensed coordinator, but each school in the district is assigned an AIG Champion, and employs a school counselor and nurse for each school site. The district also employs a social worker that is actively engaged to address social and emotional needs of all students, as needed.

The AIG Champion is responsible to serve as the school's AIG liaison and lead personnel, under the direction of the school's principal and district AIG Coordinator. To support the AIG program, the AIG Champion's duties include:

- Provide leadership and support to develop and implement Washington County Schools' AIG plan for ensuring the service of academically and intellectually gifted and potential gifted students.
- Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program. The AIG Champion will assist the Chief Academic Officer with the Advanced Placement (AP) program, virtual learning and College and Career Promise (CCP) courses being offered at the high school and early

college facility. Also, assist the Career Technical Education Director with Credit by Demonstrated Mastery (CDM), as needed.

- Assists with AIG orientation at the beginning of the school year for all site staff members.
- Reviews screening and testing information annually to ensure equity of screening, referral and identification processes according to the AIG Plan.
- Reviews annual data (End of Grade (EOG); End of Course (EOC), NCFE, EVAAS, Advanced Placement, President's List, and Honor Roll) related to gifted students academic accomplishments and performance.
- Meets with AIG teachers and relevant personnel staff to ensure quality and equity of services.
- Collaborates with personnel staff to promote and offer professional development activities (K-12).
- Reviews and recommends appropriate instruction materials for the AIG program and summer camp (3-12).
- Serves on the AIG Advisory Board.
- Chairs the Governor's School selection process under the supervision of the Chief Academic Officer and high school counselor, if applicable.
- Participates in district, regional meetings, professional development opportunities and other statewide initiatives to continually grow professionally and keep up-to-date with NC AIG laws and changes.
- Advocates for gifted students in the school building with school personnel, parents, and the community.
- Coordinates services for gifted students at their assigned school.
- Gathers and reviews screening and referral data at the school site
- Assist with arrangements of appropriate identification assessments (aptitude and achievement).
- Supports classroom teachers with differentiated curriculum and support for gifted students. *Provides direct and in-direct services using research-based methods.
- Oversees the Talent Development Program to ensure potential AIG students are included in service opportunities, as needed.
- Provides consistent and on-going communication with parents/guardians about screening, referral, identification, and services through the use of the school's website, newsletters, brochures, emails, phone calls, progress reports, and parent/teacher conferences.
- Ensures that documentation of student growth and needs using appropriate Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs) are written annually and reviewed as needed.
- Assists with gifted student class placement (K-12) and services to ensure fidelity.
- Maintain NC add-on AIG certification, or willing to obtain.
- Performs additional responsibilities assigned by building supervisor and/or AIG Coordinator.

Practice C

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

Washington County Schools will require that all schools offer an AIG orientation training session for classroom teachers, school counselors, Special Education teachers, English Limited Learner personnel, administration and other specialists at the beginning of each school year. The training will be conducted by the AIG Coordinator and/or AIG Champion. A standard PowerPoint presentation will be used that is aligned with the WCS AIG approved 2019-2022 plan. The presentation will serve as an overview of expectations for the skills, knowledge, and understanding of gifted students in order to better serve these students effectively. Throughout the year, the district will offer additional professional development opportunities for school personnel. School Counselors will be required to attend training on dealing with social and emotional needs of the gifted student. All qualifying certified staff members will be provided the opportunity to earn an AIG add-on license. Qualifying certified staff members must have a clear teaching license and be in good standing in order to add on a licensure area. AIG funds will be used to assist with tuition expenses, as available.

Certified staff and administrators will assist with determining the educational and training needs based on an annual survey using Google.doc and information obtained from the Title I Comprehensive Needs Assessment tool on personnel professional development needs. WCS will use staff members that have recently been trained on AIG best practices to train other staff members. WCS will use CANVAS as an electronic tool for teachers to use for additional AIG training.

Professional Learning Communities (PLCs) and staff meetings will provide a set time for stakeholders to learn about the needs of AIG students and how best to serve gifted and potential gifted students aligned with the high expectations and challenges listed in the AIG plan. Resources, activities and learning tools to support services will be addressed, selected and purchased based on team decisions and available funds.

Practice D

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

Effective observing and monitoring of all classroom teachers (K-12) is crucial to ensure quality instruction is being provided with a strong emphasis on differentiation services. Based on scientific research based findings, principals, teachers and counselors are encouraged to utilize cluster grouping when scheduling their students. WCS has defined cluster grouping to mean placing 4-5 AIG identified students within one class whenever possible to ensure AIG students have opportunities to work with students of similar need and interest. It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure, working on AIG licensure or experience in working with AIG students. It is also recommended, if possible, that AIG students are clustered by their area of identification. WCS currently has nine AIG certified teachers and three are enrolled in the AIG add-on licensure university courses. Personnel (teachers, support staff, administrators and counselors) are strongly encouraged to earn their add-on licensure either by completing a four course sequence from an approved institute of higher education or passing the Gifted Education Praxis. Teachers completing AIG add-on licensure are recognized at a local Board of Education meeting and their names are listed on the district's AIG website.

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

There is a strong emphasis on recruiting and retaining AIG licensed teachers. Current qualified and interested teachers are encouraged to participate in the AIG add-on licensure program through Barton University. This partnership allows teachers to attend class one weekend a month with outside participation and obtain licensure in 2 years. WCS provides funding for this program and, in return, teachers are asked to complete the program and stay at least 1 year past licensure. AIG licensed teachers are given priority when placing AIG students, knowing that these teachers have been trained and are able to handle the unique learning and emotional needs of these students. Cluster grouping with these teachers is also considered to help with the planning and implementation of extended learning for these students.

Practice F

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

WCS strives to provide all teachers with the skills and knowledge needed to meet the needs of all students with equity and excellence. Teachers are offered professional development opportunities and memberships for professional organizations tied to AIG (NCAGT, conference at ECU, grant opportunities). Teachers collaborate with directors and central office personnel to ensure that initiatives and professional development address the needs of teachers who work with the AIG students (such as: characteristics of gifted, strategies for differentiation, social/emotional needs of gifted, etc.). Teachers participate in and provide professional development related to AIG program goals, both in the district and outside of the district. A survey for teachers of gifted students is provided to determine staff development needs related to serving gifted students. Teachers work with other school personnel to ensure that professional development goals and initiatives are being met.

*** Practice G**

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

Washington County Schools (WCS) is vested in providing professional development for teachers based on current district initiatives and needs assessed through student achievement data, survey data, administrator observations, and other anecdotal evidence.

With support from the district's testing director, teachers are being trained in how to use EVAAS data and how to better utilize state and national norm assessments to help grow their gifted and potential gifted students. WCS has adopted curriculum resources and materials that offer professional development for relevant staff members to receive, in order to utilize all the learning opportunities afforded by the company (including enrichment lessons and projects).

AIG Coordinator will provide AIG orientation for all schools at the beginning of each school year, with the help of the AIG Champions, and work closely with the Chief Human Resource Officer to ensure beginning teachers and newly hired staff will receive training and support in working with gifted students. WCS offers system-wide professional development throughout the year that is based on high needs and aligned with School Improvement Plans. Several professional development opportunities are aligned to the goals of the local AIG program and are focused on ensuring stakeholders are aware of educational best practices in gifted education. The AIG Champion and certified AIG

teachers are encouraged to provide professional development to staff at their assigned schools. The AIG Coordinator and/or AIG Champion provides training prior to the universal administration of third grade aptitude testing (CogAT).

WCS promotes and sponsors numerous out of district opportunities for staff members to receive training in best practices aligned with state curriculum and national standards. Teachers and other school personnel are provided websites and NCDPI AIG Booster Shot lessons (saved on Google.Drive) that will improve teaching skills and assist with the well-being of the gifted student. The district's AIG website and brochure will also serve as a valuable professional development device that is open to all stakeholders. Special meetings and programs will be available for parents/guardians to learn about gifted students, while allowing students to showcase their skills and talents. The AIG Coordinator will participate in webinars and attend regional and state meetings to keep abreast of AIG best practices and services. The information will be shared with administrators at principals' meetings and PLCs meetings at schools.

Washington County Schools (WCS) has built professional development time into the school calendar. School personnel will utilize early release days, district-wide professional days during the summer and throughout the school year, and monthly PLC meetings to offer effective and meaningful AIG professional development opportunities for school personnel. School personnel will often have a choice of which professional development training session they wish to attend based on their personal need or class situation. WCS will use technology methods to share new ideas and concepts needed to improve teaching and learning. WCS uses Google Docs to share a wealth of information and strengthen the communication process. CANVAS is used as an electronic method for teachers to complete AIG training modules. Beginning teachers are assigned mentors to assist with teaching practices. This is extremely beneficial considering the number of lateral entry teachers employed in the district. Teachers are encouraged to observe other teachers to seek ideas and support to improve teaching skills. Attendance is very important for teachers to attend staff meetings and PLCs that address student learning and outcomes.

The on-site AIG Champion is responsible for overseeing that staff members at their schools understand and follow the screening, referral and identification procedures as clearly stated in the 2022-2025 AIG Plan.

Special grade level or department meetings may be held to cover AIG and relevant topics such as overall student data, subgroup data and individual student data. Meetings to support collaboration among school support personnel, connect and classroom teachers is necessary to ensure the DEP/IIDEP is followed in all classes, as an identified child is gifted "All Day - Every Day".

* Ideas for Strengthening the Standard

Advertising, advocating and educating for a strong AIG Program among all stakeholders is a must. Many administrators and teachers tend to not see the value of professional development time and meeting time for AIG training as a top priority. With only a little over seven percent of the district's student enrollment being identified in an AIG identification area, there appears to be a lack of understanding and interest in this area. Promoting the need to screen, refer, and identify gifted students has to be addressed in order for gifted students to receive the primary services they are entitled. WCS has a sense of urgency that needs to be addressed. Teachers (AIG certified or not) must learn how to use strategies and ideas that will allow them to better serve gifted learners. WCS must continue to provide and encourage in-house and outside professional development services that deal with differentiation, cluster grouping, compacting, and meeting the needs of social and emotional gifted students.

Planned Sources of Evidence

- * Sign-in sheets at professional development sessions and PLCs
- * Increase of AIG add-on licensure among teachers in the district.
- * Improvement of differentiation services being offered within the classroom based on observations and summatives.

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

Standard 5: Partnerships

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

Working with parents/guardians and families of AIG students is essential to meeting the comprehensive needs of the individual student. All students are different and even identified AIG students have different needs among their identified group. It is important to build a relationship and work together to allow academic, intellectual, social and emotional growth to occur to its fullest. Communication is vital to this partnership and the AIG Champion, AIG teacher and/or classroom teachers are encouraged to communicate regularly in multiple ways, digitally and in print, to ensure parents/guardians and families are well-informed of the program services and resources.

When a parent agrees for their child to receive AIG services, a face-to-face meeting is required to discuss the service options to be delivered to the AIG student. During this meeting, the AIG Champion or teacher will review the identification process and documentation. Afterwards, the teacher will share and explain the possible primary services available and customize additional services to meet the student's needs. The parent, student, teacher or other personnel present will decide what services are needed to help the AIG student grow in an academic, intellectual, social and emotional setting. Once the team has developed the Differentiated Education Plan (DEP), all members will be asked to sign off on this documentation.

Parents are invited to serve on the AIG Advisory Board. This Board is instrumental in the development of the AIG plan as well as offering suggestions to service options and resources for AIG students.

Parents are encouraged to provide feedback via an AIG survey. They are able to give suggestions on the current plan as well as service delivery and resources. They are also encouraged to call or email their principals, AIG Champion or the AIG Coordinator at any time with any questions related to AIG.

Report cards serve as another method of communicating with parents/guardians about a student's progress and behavior. These reports are sent home quarterly (every nine weeks). During the nine weeks, progress reports are also provided to parents/guardians to help keep them informed of the student's formative and informative academic growth and behavior. Teachers are strongly encouraged to write comments, as needed. Teachers and other school personnel are advised to make phone calls or send a Remind 101 to communicate and build a positive working relationship.

Parents/families are invited to PTA meetings, Open House, AIG Night, Science Night, Community Night, Title I Night, Parent Conferences, and numerous other events in order to learn more about AIG identification and services at each school. It is recommended that the AIG Champion present, pass out AIG materials, or be available to answer AIG questions or concerns. Parents are also invited to attend two Parent Nights for the AIG summer camp. One will be an introduction session and the other will be where students will present their work/projects from the camp.

Principals at each school provide information related to upcoming lessons, activities and AIG opportunities and happenings through the use of a school newsletter or introduction letter as well as all-calls and the all-calls also go out as emails. The AIG Champion at each school should contribute to this newsletter or letter with upcoming AIG events and happenings such as Duke TIP programs, summer camps, clubs, extracurricular opportunities, etc. The Community and Schools Director will arrange for radio interviews and School Messenger calls throughout the year to share announcements. Teachers will use Remind 101 to help build a strong communication link between parents/guardians to help deal with academic, intellectual, social and emotional needs.

The district social worker and school counselors will work with AIG students and their families to address any SEL or mental health concerns.

The AIG Champion and/or AIG Coordinator will continue to administer a parent/community/student /staff survey annually to gather ideas on ways to support the AIG Program and improve services.

As local stakeholders develop a better understanding of the AIG program, it is recommended to explore the possibility of starting a Partners of the Advancement of Gifted Education (PAGE) chapter that will consist of parents, district staff,

business leaders, support services organizations, and other partners in order to advocate for the needs of the local gifted population.

*** Practice B**

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

Washington County Schools has formed partnerships with the College Board, North Carolina Virtual Schools, Beaufort County Community College, Elizabeth City State University, East Carolina University and Barton College to enhance and gain support for AIG students. Several elementary, middle and high school classes have also visited area Institutions of Higher Education (IHEs) to participate in programs and to visit college campuses to widen perspectives concerning future opportunities. The district will also work with area businesses, industry and other stakeholders in the community including banks, retail businesses, DOMTAR, Washington County Chamber of Commerce, Washington County Home Extension Office, 4-H, churches and civic groups to promote and support the endeavors of AIG students. Numerous staff members reach out to the community to assist AIG students to gain real-life learning experiences and/or recruit volunteers to assist with district and regional competition.

The AIG Coordinator works to partner with the North Carolina Department of Public Instruction (Advanced Learning Department), Northeast Region 1 AIG Director's Consortium, North Carolina Association of Gifted and Talented organization, institutes of higher education and other organizations to provide high quality professional development for teachers and administrators on issues related to gifted education and support for gifted students.

*** Practice C**

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

For the 2022-2025 AIG Plan, a survey was placed on the district website to elicit feedback on the previous plan as well as asking for interest in the Advisory Board. In the past, Washington County Schools has had a very diverse AIG Advisory Board to help drive and monitor the AIG Plan and Program and we plan to implement this again. Suggestions and ideas from this partnering group contribute greatly to monitoring, developing and implementing the AIG Plan. The

WCS' AIG Advisory Board will consist of school personnel from all facets, students, parents, and community members. A list of members will be posted on the district's AIG website. Anyone interested in more information or serving on this Board, may contact the district's AIG Coordinator. The group will meet face-to-face twice a year to study the AIG Plan for changes, additions, and updates. The group will also communicate by emails, texts, and phone calls. The group will be provided resources and materials that help train them in order to provide suggestions that are in compliance with the NC AIG laws and policies. WCS intentionally seeks input from parents, guardians and community members to allow for an outside voice.

Each school is responsible for recruiting parents and students to serve on the district's AIG Advisory Board. Principals will also appoint faculty members that are vested in advocating and improving the current AIG Program. The AIG Coordinator and Superintendent (or designee) will recruit community volunteers that are supportive in promoting services for gifted and potential gifted learners.

* **Practice D**

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

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

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

To promote transparency, information about the 2022-2025 AIG Plan, NC AIG laws, Article 9B, AIG meetings and policies must be shared with all stakeholders, including students and parents/families of gifted students through various ways. AIG plan informational sessions will be held at all schools at the beginning of the year. Brochures, flyers, and all-calls will be used to ensure that all stakeholders are informed of the AIG plan and any correlating events/opportunities for students. The AIG plan, policies and relevant AIG information will be posted on the district's website and school's websites. The Community of Schools Director will assist with sharing student accomplishments on the district's website, radio station and local newspapers. AIG students may have the opportunity to present to the Board of Education and other community meetings to showcase accomplishments.

The AIG Coordinator and AIG Champion at each school will disseminate information to school personnel, parents, students and community through a variety of sources, such as the AIG brochure, AIG website, emails, letters, phone calls, newsletters, all-calls and meetings. The major policies and practices in gifted education (student referrals, screenings, appeals, informed consent, service options, and the AIG Plan) are available to all stakeholders via the AIG Parent Guidebook. WCS uses a translate feature built in the website which allows school personnel to translate information easily into the student's native language. Translation services and/or interpreter will be provided during English Language Learners (ELL) parent meetings and or gathering to discuss the AIG student and/or program. At other times, these services shall be requested as needed, per availability.

Each school will have an AIG Night to serve as an informational and training session for interested stakeholders. The AIG students will have an opportunity to lead these meetings and showcase their work and/or talents. This could be held in conjunction with Talent Night.

Students that attend the WCS AIG Summer Camp will be provided an opportunity to present to parents, guardians, families, school personnel and the community their summer work and project(s). Students will select a topic to investigate and research and then prepare a presentation using visuals to present to interested stakeholders.

* Ideas for Strengthening the Standard

Create a brochure to serve as a quick glance to highlight identification, services and practices for the AIG program. The brochure needs to be in both English and Spanish to broaden and meet the needs of diverse growing population.

Develop an AIG Handbook to explain AIG program and procedures (English and Spanish).

Increase partnership opportunities by including additional community and business leaders to help offer resources, suggestions and student sponsorship programs.

Study the creation of an official PAGE chapter.

Redevelop the AIG Advisory Board.

Planned Sources of Evidence

- * Revised AIG brochure in English and Spanish
- * District AIG website
- * Letters of invitation for AIG Advisory Board
- * AIG Advisory Board agendas/minutes

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 <u>AIG Brochure - English</u>  <u>AIG Website</u>

Standard 6: Program Accountability

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

* Practice A

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

In developing the 2022-2025 AIG Plan, the AIG Coordinator started with addressing a review of state legislation and State Board of Education policy (N.C.G. S. 115C-150.5-.8 (Article 9B) to learn of updates and changes to the AIG program and services that coincide with the six standards and forty-five revised practices. The next step was to review the state feedback of the local 2019-2022 AIG Plan to see what needed to be changed, added or deleted. The AIG Coordinator compiled a survey for staff members, parents and students to complete to gather suggestions and ideas to improve the AIG program. This information was closely reviewed and shared with the AIG Advisory Board, which (at the time) consists of AIG Coordinator, AIG Champion, school and district administrators, AIG certified teachers, regular classroom teachers.

Plan development started at the beginning of the school year with several meetings being held to assess "what is working" and "what is not working" with the AIG program. The AIG Coordinator provided updates and reports as needed at monthly principals' meetings in which all local directors and administrators attend. These meetings are conducted by the district's Superintendent. A timeline was shared with the group in order to write and develop an AIG Plan that will need to be written and Board approved by July 15, 2022. The WCS 2022-2025 AIG plan will be submitted to NC DPI for review and comment.

*** Practice B**

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

Washington County Schools will monitor the implementation of the local AIG program and plan in accordance with current legislation and state policies to assure compliance. This will be accomplished through AIG Advisory meetings and regular meetings of the AIG Coordinator and AIG Champions as they monitor student progress. Administrative teams will also monitor the services provided to gifted students and fidelity of the placement process. The AIG Advisory Board will meet at least twice a year to monitor implementation of the gifted program based on the local written plan. The AIG Coordinator and AIG Champions will keep stakeholders informed of all pertinent updates gained at regional and state meetings. The AIG Coordinator will review all feedback on the AIG Plan provided by NCDPI and submit interim reports as necessary. Data gathered from annual surveys and observations will be used to complete and submit these reports.

*** Practice C**

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

Funds will be appropriately allotted and monitored to enhance and enrich the AIG Program through collaboration between the WCS AIG Coordinator, Chief Academic Officer, the Chief Finance Director, Principals, and the Superintendent. The budget will be reviewed annually and revised according to the planning allotment and needs of the students. Funds are effectively utilized to meet the goals of the program by providing salaries for personnel, resources for students and staff and professional development services, including tuition fees for AIG add-on licensure.

State funding for gifted education is based on 4% of the average daily membership (ADM) of the local school system. Washington County Schools also contributes in-kind funds and services from other programs to support the AIG program.

The AIG Coordinator works closely with the Chief Finance Officer to oversee that the AIG budget is aligned with the AIG Plan and Chart of Accounts. Monthly reports are reviewed to ensure that money is in place for all expenditures. Necessary transactions and adjustments are made based on needs.

The AIG Coordinator will continue to seek additional funding for other federal, state, and local funding sources to develop a strong program for the benefit of students.

*** Practice D**

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

The district maintains, analyzes and shares all student achievement and growth data with its stakeholders. The Testing and Accountability Director provides training to teachers and administrators on how to better understand achievement and growth data and interpreting and analyzing available data. This training has allowed district administrators and school personnel to participate in open discussions about trends within the AIG program and student academic performance. Trend data is used to analyze the effectiveness of identification and services. Student data is used to assist the student and revise the DEP, not de-gift students.

Classroom data is used to access the overall growth of the AIG population. The AIG Coordinator uses PowerSchool to gather student grades, assessment scores and levels to better analyze individual and subgroup state reports. The AIG Coordinator closely monitors the annual drop-out data for AIG students within the district and state. This information is also shared with district and school administrators, as well as teachers and school counselors to study trends and develop appropriate interventions.

NC PowerSchool provides numerous individual and group reports including: student achievement data, student growth, discipline, attendance, drop-out and historical data that tracks all students in grades K-12. The AIG Coordinator and other administrators use this tool as a guide to maintain, analyze and share student information and

reports for the well-being of the student. The data and reports can quickly be updated and shared with others to assist with decision making outcomes.

WCS adheres to FERPA (Family Educational Rights and Privacy Act) regulation and protects confidentiality when sharing out any student data.

*** Practice E**

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

Based on percentages data, African-American, English language learners, and twice-exceptional students are underrepresented in the Talent Development pool and identified list of gifted students in Washington County Schools. The instruction provided by the research-based staff development will assist with identifying and implementing appropriate programs for underrepresented populations of students. PowerSchool is used to monitor students who are culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional. This information is disaggregated to identify opportunities for providing talent development services for underrepresented groups of students.

The universal screener given in 3rd grade to all students will identify students that may have been missed otherwise.

Using PowerSchool data and other shared data sources, the AIG Coordinator closely monitors representation, performance, and retention of all students in the local AIG program. Data is analyzed following the fall and spring headcounts in an effort to monitor trends in our AIG population and performance. Data information is shared with site AIG Champions to ensure students are getting support and being put on the talent development list for testing referral, if applicable. The site AIG Champions are responsible for monitoring EOG/EOC performance for identified AIG students at their schools. EVAAAS data should be used to track trends of students identified in all gifted identification areas, including those in underrepresented populations. The AIG coordinator works in conjunction with the MTSS coordinator to ensure that students are being served appropriately in every area of need.

Data related to screening, referral, identification and performance of AIG students is shared and discussed with AIG Champions, principals, AIG teacher, classroom teacher and AIG Advisory Board (excluding names of individuals).

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.40%	---	---	---	---	---
Male	---	6.87%	---	---	---	---	---
Total	---	6.17%	11.11%	---	---	---	---

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice F

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

The Human Resources department maintains current data regarding the credential of personnel serving AIG students. The department monitors and maintains records for all teachers who complete the local AIG professional learning courses through Canvas relevant and state conferences. The Chief Human Resource Director works closely with the AIG Coordinator to determine which teachers in the county hold their AIG add-on licensure and those eligible to seek AIG add-on licensure. The district is and will continue to support teachers in obtaining their AIG licensure for completing the four classes offered by approved universities or by passing the Gifted Education praxis. WCS has several teachers that have obtained AIG certification. Each year, the district will recruit new candidates as a means to continuously provide professional development to ensure our teachers are prepared to serve AIG students and other advanced learners.

The AIG Coordinator will work with school administrators to discuss the needs of the AIG program for their specific school. They will determine the best placement for gifted and advanced learners. They will discuss the need for AIG licensed teachers or teachers who should pursue AIG licensure. They will also discuss the importance of supporting the goals of the AIG program. This will allow administrators to have input in the AIG programming in their schools and the progress of the program and AIG students.

*** Practice G**

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

Information from parents/guardians, students, and staff will be gathered each year regarding the implementation and effectiveness of the AIG program. This information will be elicited via parent meetings, surveys, email communication, face-to-face meetings and called meetings. Surveys are conducted electronically using Google Forms and paper copies are also available at all school sites. In addition, the WCS AIG Advisory Board meets twice a year to provide feedback for continuous improvement. The AIG Champions meet monthly with the AIG Coordinator, either directly or in-directly, to discuss the entire AIG program including screening, referral, identification and services. The AIG Coordinator and other administrators also value informal feedback and conversations from stakeholders during annual meetings, PLCs, school events and community events. The AIG Champions and Coordinator attend PLCs and staff meetings to answer specific questions teachers may have. Other school events, such as Arts Night, Curriculum Nights, etc., are attended by Champions and Coordinator to gather feedback informally from guardians/families and students through conversations. Annual AIG meetings are offered to all stakeholders and feedback is requested.

*** Practice H**

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

WCS will create and administer formal and informal sources of data from stakeholders in order to gather information necessary for program evaluation and improvement. Formal data collecting will include annual surveys and student achievement data. Information collected from the sources will be analyzed to determine if any changes or adjustments need to be made within the AIG program to respond to program goals or student or staff needs.

Informal data is gathered through conversations, emails, texts and phone calls from parents, teachers, principals, community stakeholders, and students to determine the equity and excellence of the overall AIG program including practices and procedures.

The AIG Self-Assessment tool provided by NCDPI is utilized to progress monitor the implementation of the AIG plan. The AIG Advisory Board, along with appointed school personnel will address the areas of improvement and comments provided. The AIG Coordinator directly reviews all feedback and makes changes when deemed necessary and approved by the Superintendent. The plan is then taken back to the local Board of Education to approve the revisions. The revisions are submitted to NCDPI as requested.

*** Practice I**

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

Each year, program progress will be evaluated and results will be shared at district and school level meetings with all stakeholders. In addition, this information will be available on the WCS district's website. Information is also disseminated at the local Board of Education meetings, AIG Advisory Board meetings, PLCs for school personnel, professional development learning opportunities and in the annual school opening letter addressing student data.

Note: WCS adheres to FERPA (Family Educational Rights and Privacy Act) regulation and protects confidentiality when sharing out any student data or other confidential feedback during the program evaluation.

*** Practice J**

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

Washington County Schools strives to safeguard the rights of all AIG students and their families. One method of implementation is to require that parents/guardians sign a Consent to Test form before any testing takes place. This will open a communication path between the parent/guardian, teacher and AIG Champion to address any questions before formal identification begins. In addition, a copy of the WCS Review of Disagreement is provided on the back of the Consent to Test form, included on the AIG website and printed below.

Washington County Schools AIG Program Appeals Procedures to Resolve Disagreements

For Parents or Guardians of Academically/Intellectually Gifted Students

Parents or guardians who disagree with the AIG referral/placement process, the Differentiated Education Plan (DEP), the Individualized Differentiated Education Plan (IDEP), or the service options, may request a hearing through the following procedures:

Level I:

The parent/guardian may request a meeting with the Principal, AIG Champion and the child's teacher.

Level II:

The parent/guardian may request a meeting with the AIG Champion, the district's AIG Coordinator, and the Superintendent of the Washington County Schools or her designee.

Level III:

The parent/guardian may request a closed-session hearing by the Washington County Board of Education at their next available meeting.

Level IV:

The parent/guardian may file a Petition for Case Contested Hearing with the NC Office of Administrative Hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review is limited to:

1. Whether the local administrative unit improperly failed to identify the student as an academically and/or intellectually gifted student.
 2. Whether the local plan has been implemented appropriately with regard to the student.
- Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes the decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 3 of Chapter 150B of the General Statutes.

Mediation is a service offered at no expense to parents or guardians. A mediator is a neutral person who tries to resolve differences between parents/guardians and the school.

Mediation may occur at any point in the procedures outlined above.

Once testing is completed, parents/guardians will receive a letter including the test results and an explanation of the results. Parents/guardians are invited to contact AIG Champion for questions or additional information. If a student qualifies for services, a Differentiated Education Plan is developed and the parent/guardian signs indicating their agreement with the team's decisions related to the identification and services that will be provided.

Reassessment:

Washington County Schools does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or service options. Parents or teachers who notice data changes or social and emotional changes may indicate a need for a change in placement and/or services should contact their child's teacher or AIG Champion to arrange a meeting to review data and current situation.

Transfer Policy:

Students who transfer to Washington County Schools and were previously identified as gifted will be placed for services once official paperwork has been received and processed. Documentation may be provided by the parent/guardian or sent from the sending school.

Military Transfer Policy:

Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move in the Washington County Schools district and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification may be provided to the AIG Champion at the school before services can begin.

Washington County Schools believes in being very transparent to promote equity and excellence. All AIG state and local policies, forms, procedures, and practices will be posted on the district's website for viewing. The AIG contact information will also be posted to personally address questions and concerns.

[Click here to remove the table and use only the narrative field.](#)

Process	Procedure
Informed consent for identification	* One method of implementation is to require that parents/guardians sign a Consent to Test form before any testing takes place. This will open a communication path between the parent/guardian, teacher and AIG Champion to address any questions before formal identification begins. In addition, a copy of the WCS Review of Disagreement is provided on the back of the Consent to Test form, included on the AIG website and printed below.
Informed consent for placement	* Once a student has met the criteria for identification in the gifted program, the identification and service process must be documented, signed by the parent or guardian, and maintained in the student's school file.

<p>Transfer procedures</p>	<ul style="list-style-type: none"> * Students who transfer to Washington County Schools and were previously identified as gifted will be placed for services once official paperwork has been received and processed. Documentation may be provided by the parent/guardian or sent from the sending school. <p>Military Transfer Policy:</p> <p>Per Senate Bill 1541 Article V (Interstate Compact on Education Opportunities for Military Children) students from military families who move in the Washington County Schools district and who were identified in a previous system are eligible for AIG services. Official records and paperwork showing prior identification may be provided to the AIG Champion at the school before services can begin.</p>
<p>Reassessment procedures</p>	<ul style="list-style-type: none"> * Washington County Schools does not routinely reassess students previously identified for AIG services. Students who present compelling data changes may qualify for a change in identification and/or service options. Parents or teachers who notice data changes or social and emotional changes may indicate a need for a change in placement and/or services should contact their child's teacher or AIG Champion to arrange a meeting to review data and current situation.
<p>Procedures to resolve disagreement</p>	<p>* For Parents or Guardians of Academically/Intellectually Gifted Students</p> <p>Parents or guardians who disagree with the AIG referral/placement process, the Differentiated Education Plan (DEP), the Individualized Differentiated Education Plan (IDEP), or the service options, may request a hearing through the following procedures:</p> <p>Level I:</p> <p>The parent/guardian may request a meeting with the Principal, AIG Champion and the child's teacher.</p> <p>Level II:</p> <p>The parent/guardian may request a meeting with the AIG Champion and the district's AIG Champion.</p>

Coordinator, and the Superintendent of the Washington County Schools or her designee.

Level III:

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* Ideas for Strengthening the Standard

Revise the current Parent's Rights Handbook in English and Spanish to ensure all necessary guidelines are covered.

Continue to train school personnel on the 2022-2025 AIG Plan.

Increase monitoring practices to ensure the plan is being followed at all schools and all grade levels. Develop a checklist (or rubric) to assist with monitoring AIG Champions and all school sites. Increase surveys to twice a year to elicit feedback from all stakeholders. What's Working and What's Not.

Improve the use of using test data and other relevant data sources to validate continuous improvements.

Ensure all policies are up-to-date and posted on website (including the Review of Disagreement Procedures)

Require the Review of Disagreement Procedures be placed on the back of the Consent to Test form.

Planned Sources of Evidence

- * Surveys
- * Rubric or Checklist of Expectations
- * Revised Parent's Rights Handbook and Updated Appeal of Disagreement
- * AIG Website (including all forms, policies, and procedures)

Type	Document Template	Documents
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Local Board of Education Approval

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/10/2022 

Original Application Submission Date: 06/06/2022

Type	Document Template	Document/Link
Documents	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Local AIG Plan Board Approval for Washington County Schools

AIG Related Documents

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	<u>Local Board of Education Approval Template</u>	<u>Local AIG Plan Board Approval for Washington County Schools</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	<u>Glossary from National Association for Gifted Children</u>
AIG Standard 1 Additional Resources	N/A	<u>Board minutes for approval</u> <u>AIG Brochure - English</u>
AIG Standard 2 Additional Resources	N/A	<u>Powerschool DEP document</u> <u>AIG Google Slides</u> <u>AIG Meeting Agendas</u>
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	

AIG Standard 5 Additional Resources	N/A	 <u>AIG Brochure - English</u>  <u>AIG Website</u>
AIG Standard 6 Additional Resources	N/A	

Glossary

Washington County Schools (940) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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