

Overview: Mission/Vision Statement and Funding

Wayne County Public Schools (960) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

David Lewis

* LEA AIG Contact Name:

Williams, Amy - amywilliams@wcps.org ▶

Wayne County Public 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 Wayne County Public Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Wayne County Schools will recognize student from all cultural and economic groups who possess exceptional academic and intellectual potential when compared to others of their age, experience, or environment. Through guidance and differentiated instruction, students will be nurtured an challenged to meet their unique learning needs and

develop their maximum potential. It is the responsibility of the school system to ensure ongoing identification and appropriate services in order to produce independent, confident and contributing members of our global community.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 978,545.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Wayne County Public Schools (960) 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.

Referral for screening can be made by teachers, parents, administration, and AIG specialists based on observable characteristics of academically or intellectually gifted students. Students may refer themselves.

Referrals may be documented on a:

- Parent Screening Request form which is completed by a parent or guardian
- Student Screening Request form which is completed by a teacher and/or an administrator, or a student who has nominated themselves
- an AIG Specialist's talent pool form

This referral process is used at all grade levels and accepted at any point during the school year. Summer referrals will be processed in the fall of the approaching school year.

The AIG specialist will contact the nominator to gather preliminary student information. The nominator and AIG Specialist will determine a need for screening. Screening may include:

- Teacher evaluation and input

- . Student performance

- . Previous test data and trend data

- . Individual tests

- . Observation

- . Gifted behavior scales

- . Student interest

- . Student aptitude

- . Student achievement

Screening builds a profile of the student. It does not ensure identification.

Parent contact and permission to further screen the student will be made (see AIG 1, Forms in appendix).

During the screening process, the parent may be asked to give permission for AIG staff to administer off grade level testing, aptitude testing, achievement testing, or provide documentation of previous identification or testing that is incomplete due to a student's movement between schools.

This screening process is used at all grade levels and implemented twice a school year. The first screening and identification cycle will take place in the fall, the second screening and identification cycle will take place in the spring.

A mass screening of all third grade students is done in the fall of each year in order to find and identify academically or intellectually gifted students.

Prior to third grade, students who show a need for academic or intellectual support, acceleration, or accommodations are assessed on an as needed basis using the screening process stated above outside of the typical screening and identification cycle. This allows K-2 assessments and universal screening tools to be completed and added to the student screening profile.

*** 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.

WCPS AIG will continue to use multiple criteria for identification that is based on the research of Coleman, Gallagher, Harrison, and Robinson's Multiple Indicators of Giftedness.

The six criteria enable WCPS AIG program the opportunity to include both non-traditional and standardized measures to show student potential.

WCPS AIG will employ the following multiple criteria to develop a comprehensive profile of each student:

- ? Use appropriate measures for aptitude and achievement with the use of norm referenced tests
- ? Compile and review aptitude, achievement, various rating scales, student performance, gifted characteristics, and other indicators of potential to achieve

Criteria for identification for Academically Gifted (AG) include, but are not limited to:

- ? Student Achievement - 95% or higher on various achievement tests issued statewide or locally
- ? Student Aptitude - 93% or higher on various achievement tests issued locally
- ? Student Performance - in the area of identification (reading (AR) or math (AM)) 93% or higher from classroom grades, portfolio assessment and/or other sources of data
- ? Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data

- ? Student Motivation - assessed through case study, checklists, independent study, scales, and/or other sources of data
 - ? Student Interest - demonstrated through academic competitions, contests/awards, extracurricular activities and interest surveys
 - ? Four of the six criteria must be used with one of those being aptitude or achievement. A student must have a 95% achievement score OR a 93% aptitude score and three (3) other criteria for placement.
 - The AIG Site Team will, based on demonstrated need and test data, determine if the student presents a need for academic services in the area of reading (AR), math(AM), or both(AG). Students who show potential in the area of science and/or history will be identified in one of the above areas with a Differentiated Education Plan written to provide services in the those areas as well.
 - Academically gifted students will receive services after a Differentiated Education Plan is written and reviewed by the AIG site team and parents.
- Criteria for identification for *Intellectually Gifted (IG)* include, but are not limited to:**
- ? Student Aptitude - 97% or higher on various aptitude tests issued locally
 - ? Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data
 - ? Anecdotal Evidence - provided by a teacher or an AIG specialist
 - ? All of the above criteria will be addressed for placement. A student must have an aptitude of 97% and the site team must see gifted characteristics that are not restricted to academic acceleration. The site team will take into consideration any and all anecdotal evidence that proves gifted services are necessary for the intellectual growth of the student.
- Intellectually gifted students will receive services after an Individualized Differentiated Education Plan (IDEP) is written and reviewed by the AIG site team and parents.

Criteria for identification for Academically and Intellectually Gifted (AIG) include, but are not limited to:

- ? Student Achievement - 97% or higher
 - ? Student Aptitude - 97% or higher
 - ? Student Performance - 93% or higher
 - ? Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data
 - ? Student Motivation - assessed through case study, checklists, independent study, scales, or other sources of data
 - ? Student Interest - demonstrated through academic competitions, contests/awards, extracurricular activities and interest surveys
 - ? Four of the six criteria must be used with both aptitude and achievement. A student must have a 97% achievement score and a 97% aptitude score and two (2) other criteria for placement.
- Academically and Intellectually gifted students will receive services after an Individualized Differentiated Education Plan (IDEP) is written and reviewed by the AIG site team and parents.
- Identification for gifted services takes place multiple times during the year for grades 4-12. The process of identification is as follows:**
- ? Initial talent pools are gathered from third grade Cognitive Abilities Test, universal screeners, and available BOG/EOG test data in the spring of the third grade year.
 - ? Nominations for screening students in grades 4-12 take place in the fall and spring of each year.
 - ? Identification takes place only after screening and referral occur; any additional testing for identification will take place if all screening criteria are met and a referral is made.

? After identification criteria are met, AIG Site teams meet to determine student identification, placement, and service options. The AIG Specialist and Site Team develop a tentative Differentiated Education Plan based on the student need.

? Parent meetings to further develop and approve the Differentiated Education Plan are held prior to service delivery.

Students in grades K-3, who show a strong need for acceleration or differentiated services, are evaluated by the classroom teacher using data from formative assessments and/or an Observation Tally Sheet. The teacher then completes an Observation Data Instrument per recommended student to highlight characteristics that have been demonstrated. Upon completion, the AIG Specialist reviews and serves these students in a talent development program.

Students who enter kindergarten early shall be placed in talent development groups. The AIG Specialist may determine if there is a need for differentiation and can provide help or resources for the classroom teacher and parents. If the site team strongly believes that the student needs AIG services, a nomination for screening, referral, and identification can be made. The above criteria will apply.

Any K-3 student nominated by the AIG site team or AIG Specialist for identification will be screened. Prior to third grade, students who show a need for academic or intellectual support, acceleration, or accommodations are assessed on an as needed basis using the screening process stated in Standard 1a outside of the typical screening and identification cycle. This allows K-2 assessments and universal screening tools to be completed and added to the student screening profile. These assessments may be viewed as aptitude or achievement criteria where appropriate. Individual off grade level testing for aptitude or achievement criteria may be needed. The criteria for identification of a K-3 student will follow the criteria for AG, IG, and AIG as stated above.

  Click here to remove the table and use only the narrative field.

* 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.

WCPS has closed district lines and school choice is not an option for our students unless they apply for the lottery to attend our Wayne Early Middle College, Wayne School of Technical Arts, or Wayne School of Engineering (6-13). Because of this, underrepresented students attend schools in high economically disadvantaged areas and outlying rural communities have large numbers of English Learners. Due to these changes, WCPS AIG programs will use more local and site based data to begin the screening and referral process. Each school's data will be used to determine the talent pool.

Each WCPS school site will develop a local talent pool of students who are possibly qualified for and in need of being screened for appropriate service options. This pool will reflect each schools' demographics. The talent pool will include the top ten percent of each school in the district based on ability scores, achievement scores and universal screeners, students with a level V in any tested area, or are nominated by an administrator, teacher, student, parent, or specialist. **Screening does not guarantee identification.** Students of any demographic must meet criteria to be identified as gifted. Screening and testing instruments and gifted behavior scales/checklists may vary in response to cultural bias, language and service needs.

Special emphasis is placed on ensuring ALL students receive the opportunity to be screened for services. Exceptional children are ensured modifications on any and all testing used for screening; an emphasis is placed on teacher anecdotal evidence and portfolio. In order to better assess English Learners, alternate screeners in their native language may be used if available; an emphasis may be placed on rapid growth in an academic area.

The AIG Coordinator reviews all initial identification records to evaluate that referral, screening, and identification protocol are inclusive and equitable.

Specialists provide yearly training and updates on the screening, referral, and identification process to each school site to ensure consistent implementation across the district.

The AIG Coordinator and Testing Coordinator, together, provide yearly training for testing coordinators, EC, and EL teachers on access and opportunity for all students who are being screened or tested.

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

Each school site will implement and monitor the following:

- Screening and identification process is executed consistently during one month in the fall and one month in the spring of a school calendar year. This timeline will precede the NC AIG headcount that takes place each semester.
- Each school within the district has a specialist who carries out the process until completion.
- Each initial identification record or addendum is reviewed by the AIG Coordinator for consistent process and to ensure all criteria have been both explored (locally and nationally) and met. Records of all referral, screening, and identifications attempts are reviewed and stored in two locations; the current school site and in the AIG Services office. IDEPs, DEPs, Quarterly Reports, and parent permission to test are added to records in both areas as they are amended and/or reviewed for implementation annually.

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

AIG information is disseminated through media outlets such as the WCPS website, the local newspaper, newsletters, and televised board and stakeholder meetings.

Brochures, FAQ's, and graphic representations of the processes for screening, referral, and identification are available in Spanish and interpreted when needed for other language needs.

An AIG Reference Guide is included in packets for new military service members and transitioning families.

AIG Specialists use email and printed communication to invite parents or guardians to conferences to review test data, initial placement procedures, and to develop the Differentiated Education Plan (DEP).

Information about Early Entrance to Kindergarten and AIG services is distributed to all elementary schools prior to kindergarten registration, provided on the WCPS website, and in a written step by step guide for parents. Professional development is provided to preschool caregivers who work with the Partnership For Children, WAGES (Wayne Action Group for Economic Solvency, Inc), NC Head Start, and Smart Start in our area.

* **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.

WCPS documents all steps of the identification process.

Talent Pools used for screening are housed at the school site and in the AIG Services suite. Referral forms become part of the WCPS AIG Student Record. The AIG Student Record contains:

- A Screening Request Parent letter that asks for permission to evaluate student information and test data. Included with the letter is information regarding due process procedures.
- An informational checklist that illustrates the process of using multiple indicators of giftedness considered for eligibility for gifted services. This includes data for student achievement, student aptitude, student interest, student performance, student motivation, and observation of the student for gifted characteristics and anecdotal information in order to create a profile of the student.
- An invitation to conference for the parents to review any and all data and evidence used to recommend initial placement and develop the student Differentiated Education Plan.
- An initial placement record that provides the AIG Site Team recommendations for service, service options, and parental consent for placement. It provides the dates for the initial DEP and annual review. This form is reviewed as a whole within the record for compliance and initialed by the AIG coordinator.

- Site Team minutes are also housed in the AIG Student Record that are signed and dated by the Site Team members, the school administrator, and AIG Specialist.
- Off grade level testing, achievement testing, aptitude testing, gifted behavior scales, student DEPs, and annual review are also housed in the AIG student record.
- Transfer paperwork from previous districts/evidence of a prior identification are placed in the AIG Student Record as a source of placement information.

Original AIG Student Records are housed at the student's current school site, a copy is housed at the AIG Services Suite.

Records are reviewed annually. During transition points, parents review the record and initial any changes in the DEP.

* Ideas for Strengthening the Standard

Create an internal audit team to evaluate new testing protocols, portfolio assessment, and methods used by other districts to complete identification.

Planned Sources of Evidence

- * Identification Forms
- * Talent Pool rosters
- * Differentiated Education Plans

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

Standard 2: Comprehensive Programming within a Total School Community

Wayne County Public Schools (960) 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.

WCPSS AIG delivers programs and services to gifted learners across all grade levels. Services are aligned to the areas of identification and need as addressed through the student's Differentiated Education Plan (DEP). WCPSS AIG matches programs and services for students based on the student's individual needs to include academic placement, test and trend data, and performance. This is done across all grade levels and school sites.

K-3 Services:

-Early Entrance to Kindergarten: If a student enters kindergarten early under the criteria of North Carolina's Early Entrance to Kindergarten law, NC General Statute 115C-364(d), the student will be placed in a talent development group through nomination of their teacher or AIG specialist. This will give the AIG teacher and specialist an opportunity to develop a plan, if needed, to provide differentiated services for the student through differentiation of content, continued talent development, or screening, referral, and identification.

-NET (Nurturing and Enriching Talent) Group is a talent development program for students who are not identified as AIG but show a need for enrichment and advanced critical thinking skills.

In grades K-3, NET groups are formed through teacher nomination guided by a set of criteria and a checklist of gifted behaviors. Small groups receive direct differentiated instruction that focus on critical thinking skills and content enrichment. Groups may be fluid as students begin to emerge academically or intellectually.

If a student is identified as academically or intellectually gifted in K-3, services that follow the Differentiated Education Plan will include differentiation in the area of identification and will take place in the regular classroom while being supported by NET services in a small group setting with like peers. This will take place outside the classroom periodically.

Fourth and Fifth grade Services:

-Administrators are encouraged to cluster group AIG students together based on their AIG identification in order to make service delivery consistent and challenging.

-Classroom teachers are the source of service delivery where differentiation for identified students is based on the DEP, readiness, and interests.

-NC Standard Course of Study may be compacted or accelerated for AIG students in cluster groups or on an individualized basis

- AIG specialists support classroom cluster groups through push in, co-teaching, model lessons, and lesson planning to provide depth, complexity, rigor, and acceleration.

- AIG specialists, based school data and economic need, design outreach opportunities for students in all schools in order to enrich academic experiences. (An example: NC Aquarium programs that are hands on learning are brought into the school to support curricular understanding, promote curiosity, and provide access and opportunity for real world learning)

-AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.

- Grade acceleration, subject acceleration, EC transition or exits and site based responsive programming are implemented by the AIG Site Team that includes the AIG specialist, teacher, guidance counselor, and administrator. Policies for each are provided system wide and followed across all grade levels and schools.

Sixth - Eighth grade Services:

-Administrators are encouraged to cluster group AIG students together based on their AIG identification in order to make service delivery consistent and challenging. If a student makes a level 5 in math, students are placed in the highest math course available unless a parent or guardian requests that the student be removed.

-Classroom teachers are the source of service delivery where differentiation for identified students is based on the DEP, readiness, and interests. Subjects such as math and reading shall be aligned with the DEP or an academic blueprint that guides course acceleration or defines a pathway.

- AIG specialists support classroom cluster groups through push in, co-teaching, model lessons, and lesson planning to provide depth, complexity, rigor, and acceleration.

- AIG specialists, based school data and economic need, design outreach opportunities for students in all schools in order to enrich academic experiences. (An example: NC Aquarium programs that are hands on learning are brought into the school to support curricular understanding, promote curiosity, and provide access and opportunity for real world learning)

-AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.

- AIG specialist and high school counselors provide insight on college and career planning, access to opportunities outside of school, specially designed schools, and building a complete learner profile.

High School Services:

-DEPs, academic blueprints, and /or four year plans are developed to ensure access to honors and AP courses, dual enrollment, online schools, and/or specialized schools. If a student makes a level 5 in math,

students are placed in the highest math course available unless a parent or guardian requests that the student be removed.

-AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.

- AIG specialist and high school counselors provide insight on college and career planning, access to opportunities outside of school, specially designed schools, and building a complete learner profile.

The integration of LEA resources include:

-AIG being an active partner in the Autism Task Force in order to educate general education teachers and AIG specialists on the needs of our twice exceptional students as well as provide academic and behavioral support to our AIG Autistic and twice exceptional students

-AIG participating in C&I department meetings when applicable

-AIG participating with Title One in parent education days and data dives for our underrepresented populations

-AIG participating in IEP Chairpersons meetings to update on policies for twice exceptional students, identification, and services

-AIG presenting the characteristics of preschool aged gifted students to our local CDCs, Smart Start, More at Four, and Partnership for Children staffs and administrators. During this professional development, we also present NC statutes for Early Entrance to Kindergarten.

-AIG partnering with CTE to support, advocate and initiate student enrollment in honors coursework that leads to certification and early degree completion.

 Click here to remove the table and use only the narrative field.

*** 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.

WCPS and the AIG program recognizes the unique needs of gifted learners. As our students begin to understand their differences, social and emotional needs that are unique to them may strengthen or inhibit their school success.

WCPS AIG may use the following practices to address the social and emotional needs of our students:

-utilize school AIG Site Teams (comprised of the AIG specialist, guidance counselor, a former or current teacher, and an administrator) to address AIG student academic, intellectual and social and emotional needs to determine a plan of action -utilize the partnership with established mental health providers such as PRIDE and Yelverton Enrichment Services, Inc.

-coordinate with guidance counselors to assess extent of student needs

- provide professional development to administrators, teachers and/or parents about specific social and emotional needs of gifted student

-provide AIG students with whole group, small group, or individual lessons on how to recognize, manage, and understand their unique social and emotional needs based on their academic or intellectual characteristics

-provide targeted professional development to school if systemic social and emotional needs are apparent in AIG groupings (ex. cutting, self-mutilation). Based on severity, established professional mental health care providers, school psychologists, or physicians who partner with EC/AIG may be asked to provide information, strategies, or interventions.

The process to facilitate AIG students with social and emotional needs that stem from gifted characteristics or placement is as follows:

- Teacher makes contact with the parent to discuss any needs or issues of the student

- AIG Site Team (comprised of the AIG specialist, guidance counselor, a former or current teacher, and an administrator) define and address AIG student academic, intellectual and social and emotional needs to determine a plan of action
- Based on parent input, the AIG Specialist or school counselor may conference with the student
- Counselor or AIG Specialist will make recommendations for strategies to the student and parent in addition to the AIG Site Team recommendations or plan being shared

OR

- Parent makes contact with the AIG Specialist to initiate student conferences
- Based on need for further counseling, a recommendation will be made for services to a school counselor, school psychologist, established mental health provider or outside services.

* **Practice C**

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

WCPS AIG program works to integrate services and instructional programming within instructional areas across the district.

At the site level, AIG services are driven by the DEP and incorporated into the student's coursework/academic plan. AIG specialists and teachers work to make sure that students receive an appropriate level of rigor in their area of identification and that differentiation, enrichment and/or acceleration are a part of their academic plan. AIG specialists, Counselors and administration are often involved with instructional programming for students when there is a need for alternate academic placement (such as cross grade level placement or specialized instruction), grade acceleration, or referral for additional instructional support (such as dual enrollment with an alternate setting or independent study).

Within the instructional setting of the LEA, services are integrated into the structures of each academic area. AIG specialists help plan and provide professional development to teachers, counselors, and administration

on AIG student test data across the LEA and in each school site, what and how areas of instruction can be differentiated or developed to provide instructional opportunities for growth, and provide insight on how WCPS policies provide for the AIG student.

Services among our underrepresented populations are strengthened and ensured through:

- our partnership with Exceptional Children. AIG specialists or the coordinator are part of IEP/DEP development to ensure services are appropriate and accessible
- our partnership with English Language teachers who help deliver and support service options
- our partnership with Testing and Accountability who provide data in order to advocate for programming for our lower socio-economic academically advanced students and our profoundly gifted students

WCPS AIG resources are used to:

- provide a universal screener to all students in third grade. This data source serves an identification source for AIG, MTSS impact data, classroom data and instructional resources as well as provides local data for site level administrators.
- provide Title One parents and teachers with professional development on access to advanced academic opportunities, understanding how to service underrepresented academically advanced students, and students with unique academic needs.
- provide personnel to guide academic programming at the site and district levels with attention to advanced academics, Career and Technical Education, and Digital Learning.
- provide students with alternate learning opportunities within the district

*** Practice D**

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

Site level administrators are asked to intentionally cluster group student within classrooms according to their identification and need for rigor. Students in grades 3-12, who are identified or have level 5 EOG scores in ELA and/or math will be grouped together for acceleration unless a parent or guardian requests a different placement. Students should be placed with teachers who are AIG licensed and/or have documented success with highly academically able students and academically or intellectually gifted students.

Small group and flexible grouping of students is done within the site level grade team based on the student identification and need for acceleration.

AIG specialists and the coordinator collect and analyze data in order to identify students who may need to be placed in cluster groups, advanced classes, or provided alternate learning environments. This data is submitted to the site administrator for consideration prior to the new semester or school year.

*** 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.

At the beginning of each school year, AIG specialists meet with all teachers who work with AIG students to provide a “Beginning of the Year Teacher Packet” mini PD. This packet includes:

- information about how find AIG student information in PowerSchool and cumulative records
- why, how, and when differentiation of AIG students should take place
- the development of the AIG student DEP
- the teacher plan for DEP implementation
- dates for AIG student performance monitoring (AIG quarterly reports)
- timeline for AIG student screening, referral, and identification

-tentative dates/ topics for AIG PD or PLCs

Prior to the beginning of the school year, AIG specialists work with teachers, guidance counselors, and data managers to ensure AIG students are placed in classes that reflect the needs of their DEP and/or identification area. Administrators are given lists of initially identified students and their area of identification as well as a Talent Pool of students who are currently in the process of screening and referral so that may place these students in the most fitting classes/courses/learning environment.

Site Teams are formed at each school to include the AIG Specialist, grade level teachers, guidance counselor, administrator, and EC Chairperson (when needed). Site Teams help in the initial identification of students, the development of the Differentiated Education Plan (DEP), and instructional access and delivery.

The AIG Coordinator meets all levels of guidance counselors each semester to update them on AIG student services, regulations and policies, acceleration and specialized opportunities. Guidance counselors and AIG specialists work together on site to ensure services are in place and social and emotional needs are met.

During times of student transition between elementary, middle and high, AIG Transition meetings are held to inform parents and students about the service options, opportunities, and courses/classes available. These meetings often include the AIG Specialist, teachers, counselors, administration, and (for high school transition) the Career and Technical Education Director.

Information about regulations and policies are shared at principals' meeting, AIG teacher meetings, via email, and on the WCPS AIG website.

The WCPS AIG Program and Plan are shared after WCPS BOE approval on the WCPS AIG website. Teachers and support staff receive mini sessions on each standard during the first year of implementation. This is done on each school site during staff meetings or PLCs. Administrators receive the plan and mini sessions during the administrator breakout sessions on Administration meeting days.

DEPs are shared annually, quarterly reports to parents outlining continual differentiation, brochures with student rights and the procedures for due process and mediation.

Practice F

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

At the beginning of each school year, AIG specialists meet with all teachers serving AIG students. During these meetings, AIG specialist share:

-AIG student lists with identification and service needs (DEPs)

-An overview of how to find AIG student information in Powerschool and AIG records. The AIG record contains the student DEP, the previous year's annual review and quarterly reports that detail differentiation and service in the subject area.

-A "Beginning of the Year AIG Packet" that includes information on identification, services, and student needs

During this time, the AIG teacher and specialist develop a plan for initiating the student DEP in their subject area(s). This is submitted to the administrator for signed approval and a copy is housed at the school and in the AIG Services Suite.

At the end of the year, the teacher(s) reviews the DEP, makes recommendations for the next year and submits a copy to the parents and AIG specialist for consideration and collaboration with the next year's teacher(s).

WCPS AIG holds transition meetings when students enter middle or high school program. If students transition to a new school site with significant programming differences, a transition meeting will be held. Transition meetings usually include the guidance counselor, teachers, specialists and parents. Prior to the development of a new DEP, the school's Site Team will make recommendations for the receiving school if it is within the LEA. The receiving school Site Team will review and accept or revise the DEP. A transition meeting for all stakeholders takes place in the following way:

- Teachers will develop a Differentiated Education Plan based on student's identification and content needs.
- Parents will receive an invitation to conference in order to discuss changes in service options and programming.

- At this meeting, program differences, grade level expectations, and course options will be developed and implemented.

Key transition points include but are not limited to:

- 5th grade
- 8th grade
- Middle school setting
- High school setting
- Specialized school setting
- Moving into or out of the LEA

* **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.

WCPS AIG Program serves gifted individuals who show extraordinary need beyond what our current DEP service options provide on a case by case basis. As these students are rare in our demographic area, we often serve these students individually and with an altered or individual DEP to meet their needs.

Acceleration

AIG district leadership and AIG specialists will work with principals as requested to develop acceleration plans and options for highly gifted students. This pathway may include testing and evaluation using the Iowa Acceleration Scale, student interview, teacher recommendation, and student trend data to assess the need for grade acceleration. This process may take place within the first twenty days of a grade or first 10 days of a semester, upon entry from a new system, or after a family/military placement. Student grade assignment will be determined after all data is evaluated and student/family have been counseled on the effect of grade acceleration upon extracurricular activities, eligibility for student athletics, certifications and potential scholarships.

Early Entrance to Kindergarten

WCPS AIG program strictly follows the NC General Statutes for Early Entrance to Kindergarten (EEK) with no added restrictions.

Credit by Demonstrated Mastery (CDM)

Credit by Demonstrated Mastery allows a student to earn credit for a course without completing the traditional seat time if the established criteria is met. The process is comprised of two phases:

- Phase one requires a student to achieve a specific score on an exam, EOC or NC Final Exam.
- Phase two requires a student to complete an artifact/ interview that demonstrates knowledge of the subject area.
- WCPS offers two CDM windows based on NCDPI testing windows in the fall and spring.

*** 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.

WCPS AIG monitors the programming of all district schools in order to ensure that all populations have an inclusive DEP, are intentionally placed for service, and can access coursework that is offered within the county regardless of onsite availability.

ELL, EC, Title One, and 504 chairs are made aware of AIG programming through professional development, DEP meetings, IEP meetings, and Title One Parent Workshops.

Site teams may determine service options for underrepresented populations outside the traditional service options for cluster grouping, cross grade grouping, subject grouping, and dual enrollment. At times, students may access alternate coursework via Apex, NCVPS, and virtual classroom.

Nurturing and Enriching Talents (NET) groups for K-3 have may include an alternate checklist for underrepresented populations that focus on students from low socio-economic and culturally diverse areas.

* Practice I

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

Extra-curricular program opportunities are encouraged. Information about these opportunities can be found:

- WCPS AIG Website
- Mailings/Notes home
- Parent/student meetings
- Programs and demonstrations

AIG Specialists notify identified AIG students and students in the referral process and talent development groups of extra curricular programming based on their interest, performance, and community. This typically takes place during their time with students monthly. AIG Specialists and the AIG Coordinator invite and nominate students to participate in districtwide competitions or develop district teams for interested AIG students who may not attend a school that can support the interest of a small number of students. Qualified teachers, AIG Specialists, or vetted parent volunteers may (when needed) serve as advisors, judges, or sponsors of such programs when needed.

* Ideas for Strengthening the Standard

- Communicate system wide curricular changes that may affect AIG student coursework
- Research and provide teaching models in response to Intellectually Gifted (IG) service models
- Promote advanced/ honors coursework among all grade levels

Planned Sources of Evidence

- * - Differentiated Education Plans

* - AIG Specialist/teacher meeting logs/notes
* - NET checklists/observation tool

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

Standard 3: Differentiated Curriculum and Instruction

Wayne County Public Schools (960) 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.

WCPS teachers are responsible for differentiating the North Carolina Standard Course of Study in response to the AIG student's needs and ability. This happens in the regular education classroom through a variety of ways which may include: flexible grouping, tiered assignments, curriculum compacting, independent studies, cross grade level grouping, subject grouping, and course acceleration.

WCPS AIG works with educators in PLC's to supplement the knowledge base of gifted practices in order to differentiate for gifted/high ability learners.

Professional development is created, implemented, and offered continuously in order to support lesson development to include acceleration and extension of the curriculum.

Differentiated Education Plans (DEP) are developed with teacher input in order to ensure that a student's ability matches content and is appropriate.

Specialists and AIG Contacts plan and model appropriate differentiation strategies in the classroom, small group, or cluster settings.

*** 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.

- Data from multiple sources that may include STAR reading, STAR math, benchmarks, iReady, and EVAAS data is analyzed in order to plan and implement instructional practices to meet the needs of individual gifted students. The culmination of this data and the student DEP provide a student profile that is used to address learning needs at all grade levels.
- WCPS AIG provides staff development on the process of planning, implementing, enriching, and accelerating the curriculum.
- WCPS AIG provides resources and examples of differentiation as it relates to the curriculum and continues to research diverse learning practices.
- WCPS AIG continues to train teachers system wide on instructional practices and strategies for gifted and provide teacher support within the classroom in the form of modeling.
- WCPS AIG utilizes instructional strategies based on content, student readiness, and skill. These strategies include but are not limited to curriculum compacting, scaffolding, tiered assignments, problem based learning (PBL), student choice activities, independent learning contracts, critical thinking skills, Paedia, and differentiated units.
- WCPS AIG furnishes resources to teachers upon request for specific curriculum needs as budget allows.
- WCPS AIG secures agencies, outreach from universities, NC museums and aquariums, our military, and medical facilities to bring real world and hands-on learning experiences to students.

Practice C

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

WCPS AIG collaborates with educators and provides research based supplemental resources and professional development as well as best practice guidelines.

AIG staff is provided planning time to research, identify, and attend conferences as well as other professional development opportunities in order to appropriate supplemental resources to be utilized with gifted learners and educators. This takes place during a common planning/PLC with the AIG specialist on site or during a schedule district PLC or PD time.

To augment curriculum and instruction, time is given for specialists to attend conferences and staff development (when funding is available) in order to stay abreast of innovative research based strategies and tools to meet the needs of all gifted students.

WCPS AIG supplemental resources may include but are not limited to:

- Local and State Outreach Programs (when funding allows)
- Contracted Instructors (when funding allows)
- Research based ancillary texts, centers, games, and activities
- William and Mary Units (College of William and Mary-a public research university in Virginia)
- Conklin Higher Order Thinking Skills
- Teaching Gifted Kids in the Regular Classroom
- Jacob's Ladder
- Projected Based Learning for Gifted Students
- AIG specialist packets/toolboxes developed for their schools based on contextual need, depth, and complexity that incorporate evidence based learning strategies

*** Practice D**

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

Future ready skills for AIG students are developed by AIG specialists, teachers and support staff. Through PLC groups and professional development, teachers and support are taught how to integrate critical thinking skills and leadership skills into lessons and the classroom setting. Through modeling, AIG specialists at school sites lead students and teachers through lessons and problem based scenarios to build creativity, communication and collaborative skills.

AIG specialists initiate and support problem based learning, real world learning, ethical dilemma and decision making, critical thinking lessons and scenarios, exercises in logic and encourage creative problem solving based on research as well as trial and error.

*** Practice E**

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

WCPS AIG uses formative, summative, pre and post testing to drive differentiated instruction and implements best practices of AIG student grouping.

- Ongoing assessments will take place in the classroom
- School based data such as benchmarks and computerized adaptive assessment programs are used to differentiate content
- Normed referenced assessment and portfolio assessments are shared with administrative groups to determine cluster grouping and class placement

This data is reviewed by administration, teachers and specialists quarterly. Instructional flexible grouping within classrooms or grade level teams may take place during transitional breaks to afford students an academic peer group,

promote acceleration of content or content replacement, and allow development of differentiated units/curriculum to better meet the needs of students.

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

AIG specialists and teachers often plan lessons that address social and emotional needs that are unique to academically or intellectually gifted student. Specialists meet with AIG students periodically with the specific intention to “take the pulse” of students through interest surveys, hot topic talks, and focus groups. These meetings lead to lesson topics that may address social and emotional needs or help guide teachers in instructional material and delivery.

Lessons may be modeled by AIG specialists, planned with teachers, and/or offered in small group settings. As an example, content may be delivered through Pайдея/Socratic Seminar, bibliotherapy, role play or through debate.

Resources that support teachers, parents/guardians, and students are available through our office for check out. This can be done through an AIG Specialist or AIG Coordinator. Book studies have been completed on several social and emotional needs of our students in order for the development and presentation of professional development. Through student and staff surveys, we know that the most prevalent issues include but are not limited to perfectionism, 2E students and performance anxiety, and perceptions of gifted student success.

*** 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.

WCPS AIG program provides students in grades kindergarten through 12th grade with opportunities for enrichment and growth. Students who show potential, need, or interest referred to an AIG Specialist to be placed in a setting that will develop academic, social and emotional growth. Developing potential in primary grades consists of K-3 enrichment groups that are constantly changing based on interest and academic needs.

The K-3 program focuses on developing and enriching the academic and intellectual potential in all students. Through informal assessment in the regular classroom, students who are achieving above the level of most of their peers in language and/or math should be grouped together for instruction in either language and/or math within the regular classroom. The formal identification process for the AIG program begins in the third grade with placement beginning in the fourth grade. WCPS recognizes that some students develop cognitive abilities more rapidly than their same-age peers. K-3 students who demonstrate a strong need for differentiation through informal observation in the classroom may be referred to the AIG Specialist.

K-3 Referral Process:

- The classroom teacher records any characteristics observed of students to identify the need for differentiation using the ***Observational Reporting Tally Sheet***.
- The classroom teacher completes an ***Observation Data Sheet*** for each student who demonstrates a strong need for differentiation.
- After receiving the request, the AIG Specialist proceeds to grouping and scheduling lessons.

K-3 students are assessed using a NET(Nurturing and Enrichment Talents) checklist/tool in order to create talent development groups. Training is provided on the NET(Nurturing and Enrichment Talents) checklist/tool for compiling talent development groups.

AIG Specialists group NET student's, schedule times to meet with NET groups, provide requested resources for differentiating K-3 curriculum, and evaluate/determine needs for exceptional K-3 students.

If a K-3 student shows exceptional need for acceleration and/or differentiated curriculum, the AIG Site Team will develop a plan of action for the student. This will be handled case by case as student and teacher needs in the early grades vary.

* **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.

WCPS AIG specialists, teachers, and Curriculum and Instruction specialists work together to develop

and provide a differentiated and rigorous curriculum. Specialists meet weekly to develop lessons that are targeted to AIG student data, areas of identification, and current content goals. These lessons may be shared with teachers for further development or delivery. Specialists and teachers work collaboratively during weekly school visits to determine curriculum that needs differentiation for individual students, small groups, grade level(s) and/or across subject areas. In such cases, subject acceleration, spiraling, or curriculum compacting, specialists, teachers, and C&I specialists often work together to ensure gaps in learning are not detrimental and access to continued curriculum is available. Administration, teachers, AIG specialists and the AIG Coordinator collaborate on student acceleration and instructional options and opportunities for highly gifted students to ensure that curriculum delivery is appropriate, implemented with fidelity, and can be continuous within the district and community.

AIG staff work with department specialists and staff in the Exceptional Children department, EL department, and CTE to ensure that a differentiated curriculum is available and well designed for students. This may be done monthly in department meetings, during the quarterly report review, or individually as needed.

* 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.

WCPS AIG currently develops and documents a differentiated educational plan for identified students in grades 4-12 and a more individualized differentiated education plan for students who may be identified in grades K-3 and intellectually gifted students.

Differentiated Education Plans (DEP) are developed during initial placement in order to match the student identification area with instructional options in the classroom, course options within the grade level and within the school site setting, as well as enrichment and extracurricular options that are available based on interests and demographics.

Differentiated Education Plans are reviewed annually by teachers, students and parents. During transition points (program entrance, elementary/middle grades transition, middle/high school transition) parents, teachers, AIG specialists, and guidance counselors meet to review/change the DEP and its development based on teacher differentiation, site level opportunities, and four year planning for the high school. All DEPs, regardless of transition points, are sent to parents with the opportunity to make an appointment to change or amend the DEP. DEPs may be amended:

- after the annual review to provide more academic opportunities or create pathways for targeted goals such as entry to specialized schools or programs of study.
 - when screening and referral for additional identification and services are initiated and completed.
 - prior to transitioning to a new grade span, new school, or new program in order to ensure an academic blueprint and service options are attainable, effective and continuous in sequence.
- Individual Differentiated Education Plans (IDEP) are developed for students who are identified in grades K-3, may also have an Individualized Education Program (IEP) already in place, is profoundly gifted, or intellectually gifted.
- The IDEP is written to accommodate each student's individual needs. The IDEP will address:
- needs for academic accommodations and/or acceleration
 - ways to address intellectual needs in the general education classroom
 - any social and emotional needs and behavioral needs
 - any change in educational environment
 - testing accommodations
 - access and opportunities for enrichment and extracurricular options that are available based on interests and demographics.

The IDEPs are reviewed annually by teachers, students and parents. During transition points (program entrance, elementary/middle grades transition, middle/high school transition) parents, teachers, AIG specialists, and guidance counselors meet to review/change the IDEP and its development based on teacher differentiation, site level opportunities, and four year planning for the high school. All IDEPs, regardless of transition points, are sent to parents with the opportunity to make an appointment to change or amend the IDEP. IDEPs may be amended:

- after the annual review to provide more academic opportunities or create pathways for targeted goals such as entry to specialized schools or programs of study.
- when screening and referral for additional identification and services are initiated and completed.
- prior to transitioning to a new grade span, new school, or new program in order to ensure an academic blueprint and service options are attainable, effective and continuous in sequence.
- in conjunction with an IEP or a 504 plan review, revision, or amendment.

* Ideas for Strengthening the Standard

- Build individual AIG professional development around schools in priority status
- Build AIG professional development for teachers who may want to pursue licensure
- Provide funding to employ AIG Specialists to replace retired personnel
- Provide funding to employ an AIG High School counselor for all high schools
- Provide funding for AIG specialists, teachers, and administrators to attend professional development opportunities for all schools

- Provide a system wide cohort to teachers who may want to challenge the standards that surround the Praxis gifted subtest

Planned Sources of Evidence

- * Professional development rosters
- * Licensure rosters
- * Calendars/agendas/handouts/certificates

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

Standard 4: Personnel and Professional Development

Wayne County Public Schools (960) 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.

WCPS employs an AIG Coordinator that is licensed and vetted in AIG. The coordinator will guide, plan, develop, implement, revise, and monitor the local AIG plan.

The role of the WCPS AIG Coordinator is to ensure educationally appropriate services to gifted students while adhering to Article 9B of the North Carolina State Government General

Statutes (115C-150.5-150.8). Additional responsibilities are as follows:

- Help plan, develop, monitor and coordinate the system program
- Ensure system-wide implementation of the Local Plan and accountability of the AIG Program
- Communicate with schools, outside agencies and others regarding AIG program policies, procedures, and concerns
- Serve as a liaison between the AIG Program, Central Office, and the Leadership Team
- Represent the AIG Program at local, regional, state, and/or national meetings

- Supervise AIG Specialists

- Establish and maintain a program budget, review AIG allotments and purchasing of AIG equipment and curriculum materials
- Maintain and disseminate data on identified AIG students to include an accurate Child Count data
- Coordinates with administrators and Human Resources in the hiring of AIG personnel
- Help plan and provide professional development for AIG Specialists and personnel involved in the education of gifted students
- Interpret program goals and objectives to system personnel
- Advocate for the Gifted Program

* **Practice B**

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

WCPS AIG currently employs AIG Specialists to serve students K-12. Each Specialist serves a minimum of four schools. Specialists are responsible for providing resource materials as well as developing and presenting professional development for administrators, teachers, and parents that will address academic and intellectual needs and support social and emotional development.

-AIG Specialists advocate for gifted students and programs. They meet with Site Teams to initiate, develop, and help maintain student identification, Differentiated Education Plans, and student growth. Upon request, AIG Specialists model differentiated classroom strategies in whole group/small group settings and develop the talent of high ability K-3 students through NET (Nurturing and Enriching Talent) group instruction.

- AIG Specialists provide all testing, evaluation, and data summaries for student identification

-AIG Specialists, when needed, help in the referral process for students with severe/ongoing social/emotional needs that pertain to gifted identification and services

- AIG Specialists provide support to the Curriculum and Instruction department during site level initiatives that involve student advancement, student growth, and professional development for differentiation

-AIG Specialist provide both direct and indirect instruction to students at all grade levels based on student need and teacher request. This may include but is not limited to NET groups, small group instruction, push in/co-teaching, planning and unit development.

*** 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.

AIG students are served daily by AIG licensed or locally trained personnel that will implement differentiation strategies for identified gifted students. WCPS AIG works with school administration to identify personnel who are certified or locally trained to work with AIG students.

Administrators will attend bi-annual professional development on data driven best practices for grouping and educating gifted students.

Counselors will attend yearly staff development on social and emotional needs of gifted students as well as identification and characteristics.

Special Education teachers will attend yearly staff development on twice exceptional and identification of gifted children.

Teachers who serve gifted students will attend and/or participate in a minimum of four gifted education professional development sessions per school year covering best practices in gifted education. This

professional development will be in response to site level needs through the analysis of data, teacher survey results, and administrative request.

Information about AIG add on licensure is presented at the beginning of each school year that includes the institutes of higher education that have approved course work in AIG programming and the Praxis for Gifted Education.

* **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.

Based on system, school, and student data, 80% of our elementary and middle schools are cluster grouping AIG students with teachers who are licensed, have met or are in the process of meeting WCPS AIG professional development requirements. High schools continue to place students according to subject area selection with teachers who are trained in the content area. (As of 5/2022, 27 out of 1769 teachers hold AIG add on licensure. This number will decrease during the 2022-2025 AIG local plan due to retirements and resignations leaving many of our schools without any AIG licensed teachers)

Level V students, regardless of AIG identification, are also cluster grouped and placed in the highest level courses offered or available on site or accessible through WCPS online.

At the end of each AIG professional development cycle, administrators at school sites are made aware of the number of hours each teacher on their campus has acquired or completed for AIG local requirements.

Administrators are made aware of AIG students who are identified as well as those who are in talent pools for screening purposes in order to schedule classes for cluster grouping with classroom teachers who have met or in the process of meeting the AIG requirement for professional development. Human Resources supply a list of licensed teachers to each site level administrator.

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

In order to address this new practice, WCPS AIG plans to develop strategies within the district to promote AIG add on licensure through AIG licensure cohorts and coursework through the UNC system approved schools. Strategies may include but are not limited to:

- Development of AIG Praxis cohorts per feeder pattern or grade level within the district.
- Develop, Promote and partially fund regional professional development options for teachers
- Develop and/or partially fund opportunities to participate in AIG licensure through local IHE programs when available
- Develop and/or partially fund opportunities to challenge and gain licensure through the AIG Praxis
- Work within Teacher Cadet programs in our local high schools to present elements of differentiated instruction, recognizing gifted learners, and supporting potential in early learners in order to promote gifted education as a future focus area in post secondary education plans
- Research/Create an "AIG Specialist 101" course to promote skills needed to replace/retain AIG specialist district wide and regionallyCur

*** Practice F**

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

In order to address this new practice, WCPS AIG will ensure that professional development delivered to all schools sites will include the Call to Action Critical Actions. District level administrators and school level administrators will be introduced to critical actions that, due to Covid closures, have not been explored. The Call to Action Guidebook will be used to guide conversations and provide a framework for conversations about climate and mindsets within their buildings and communities.

Teachers of AIG students will be exposed to the critical actions, how each standard of the AIG Local plan has used the actions to influence identification, services, nurturing programs and collecting meaningful data. During these sessions, the Call to Action Guidebook will be used to explore the best ways to explore, explain, and initiate the actions to best

suit the culture of each school site.

- * **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.

WCPS AIG develops and/or offers opportunities for teachers of gifted students to take advantage of professional development that is based on LEA and site level data, the North Carolina Standard Course of Study and the Essential Standards at the local, state, and national level. When analyzing AIG student data, the AIG coordinator and specialists determine a focus for each school site and an overarching focus for the LEA.

Based on trend data from 2017 -2019, professional development opportunities will:

- Address strategies for implementing differentiation of the national core standards in the area math grades 3-6.
 - Reflect best practices as related to current research in adding depth and complexity to academic content
 - Respond to a site's need for teacher education due to teacher turn over, new teacher numbers or access to available AIG opportunities
 - Respond to AIG EL student growth data in the area of ELA
- Based on district initiatives, AIG professional development opportunities will include:
- Using Digital Competency objectives and how to embed them in professional and classroom learning
 - Developing rigorous or accelerated content within the regular classroom to meet the needs of clustered students as well as general education students
 - Analysis of current policy changes and its effect on AIG students and their pathway through high school and postsecondary opportunities.

Based on teacher survey data, 91% of teachers feel they need more time to share, plan, implement, and reflect on professional development learning. While AIG professional development time is allotted, teachers need more time to synthesize, develop, generate and share best practices in gifted instruction.

AIG specialists meet weekly to plan collaboratively. Annual strategic plan meetings are scheduled to assess the implementation of the strategic plan over an extended period of time.

AIG specialists have allotted time to plan with classroom teachers a minimum of once a nine weeks for the purpose of professional development to ensure classroom learning is differentiated consistently and effectively to meet the needs of the students.

AIG specialists coordinate with classroom teachers at their school sites to address grade level professional development needs.

* Ideas for Strengthening the Standard

- Build individual AIG professional development around schools in priority status
- Build AIG professional development for teachers who may want to pursue licensure
- Provide funding to employ AIG Specialists to replace retired personnel
- Provide funding to employ an AIG High School counselor for all high schools
- Provide funding for AIG specialists, teachers, and administrators to attend professional development opportunities for all schools
- Provide a system wide cohort to teachers who may want to challenge the standards that surround the Praxis gifted subtest

Planned Sources of Evidence

- * - Professional development rosters

* - Licensure rosters
* - Calendars/agendas/handouts/certificates

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

Standard 5: Partnerships

Wayne County Public Schools (960) 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.

WCPS AIG seeks partnerships with parents and families from across the LEA and across all grade levels.

Parents/families are invited:

-to meet with the AIG Site team to discuss and develop a Differentiated Education Plan(DEP) in order to meet the academic, social, and emotional needs of the student

-to meet with the AIG Site Team to discuss and develop an Individualized Differentiated Education Plan(IDEP) in order to meet the intellectual needs of the student

- to provide input during the annual review of the DEP

-review and provide input during school allocation meetings in which funds are spent to enrich, enhance, or extend curriculum or to provide services in areas of social/emotional needs

- to provide or participate in professional development that is intended for teachers, support staff, and parents
- share community opportunities, when approved, with teachers and support staff that support gifted students academically, intellectually, socially or emotionally

Parental partnerships are developed through the school site, involvement with the Military Liaison, Base Liaison, and Military Coalition, C&I Advisory Committee, Exceptional Children Department, Title One Parent Workshops, area church youth groups, contracted mental health providers, and parks and recreation events/outlets. Collaboration with parents through these networks lead to AIG academic programming committees, outreach programs planning and sponsorship, opportunities for extra curricular events geared toward our AIG students, and information outlets about secondary opportunities to support generational, cultural, and underrepresented families of our AIG students.

* **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.

WCPS AIG seeks partnerships with parents and families from across the LEA and across all grade levels.

Parents/families are invited:

- to meet with the AIG Site team to discuss and develop a Differentiated Education Plan(DEP) in order to meet the academic, social, and emotional needs of the student
- to meet with the AIG Site Team to discuss and develop an Individualized Differentiated Education Plan(IDEP) in order to meet the intellectual needs of the student
- to provide input during the annual review of the DEP

-review and provide input during school allocation meetings in which funds are spent to enrich, enhance, or extend curriculum or to provide services in areas of social/emotional needs

- to provide or participate in professional development that is intended for teachers, support staff, and parents

- share community opportunities, when approved, with teachers and support staff that support gifted students academically, intellectually, socially or emotionally

Parental partnerships are developed through the school site, involvement with the Military Liaison, Base Liaison, and Military Coalition, C&I Advisory Committee, Exceptional Children Department, Title One Parent Workshops, area church youth groups, contracted mental health providers, and parks and recreation events/outlets. Collaboration with parents through these networks lead to academic programming, outreach programs, opportunities for extra curricular events, and information outlets about secondary opportunities to support generational, cultural, and underrepresented families.

* **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.

The WCPS AIG advisory group is composed of our AIG Coordinator, three AIG specialists, teacher representatives from all grade span (K-5, 6-8, 9-12) levels, C&I specialists, the military liaison, and parents. Support staff and community leaders for the WCPS AIG advisory group often include school guidance counselors from the grade span levels, Wayne Community College liaison, and our partners who offer internships, mentorships, and shadowing. While advisory members may not meet in face to face meetings regularly, opportunities are provided to gain insight, input, and interest in the program development and processes used to implement this plan. From this group, volunteer parent readers provide a “cold read” of the plan in order to ensure that it is clear, concise, and comprehensive. They also add to the ideas for strengthening based on their knowledge of community opportunities and cultural relevance.

The WCPS AIG advisory group is fluid in its membership as our population changes. WCPS AIG also partners with Title One Parent facilitators to provide representation of underrepresented populations when parents cannot attend or provide a voice. Our partnership also allows us opportunity to provide seminars and focus groups to parents in order to hear their ideas about instruction and identification. This is done bi-annually

* **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.

WCPS AIG will continue to share information with stakeholders in the following ways.

-Hold and embed focus/survey questions into regularly scheduled parent/stakeholder meetings

-Disseminate a published copy of the current AIG plan

-Continue to provide resources for parents throughout the school year

-Publish the AIG Plan, AIG headcount, and due process on the WCPS AIG website

WCPS is diverse in language and culture. Currently, we translate AIG forms, due process brochures and county opportunities into Spanish only. As our language needs vacillate with languages such as Vietnamese, Cantonese, Japanese, and Chinese, we will continue to focus on finding ways to accurately interpret and communicate as the needs arise. We utilize our ESL teachers and volunteers from our military community to translate during meetings and offer advice on cultural and regional differences.

Opportunities for AIG students are disseminated via WCPS AIG website, flyers, and student meetings. Paper copies of opportunities are sent home with students, often after a student meeting where the information, the process for taking

advantage of opportunity, and the contact person have been discussed. This is important as many students are first generation “risk takers” and/or family translators.

* Ideas for Strengthening the Standard

- Develop AIG parent reading group for NC AIG Program Standards during self-assessment and planning periods
- Offer AIG seminars for parents
- Establish more relationships for mentoring/shadowing programs for all grade levels

Planned Sources of Evidence

- * - Agendas
- * - Parent meeting logs
- * - AIG Allocation plans

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

Standard 6: Program Accountability

Wayne County Public Schools (960) 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.

WCPS AIG revises and “re-visions” the NC AIG Program Standards every three years in order to respond to our demographics, policy revisions, and district data as well as the needs of our community of students, parents, and teachers. In order to do this, WCPS AIG gathers stakeholder groups within the LEA and community. These groups include teachers, guidance counselors and administrators from the grade spans that represent our feeder patterns (K-5, 5-8, 9-13), our military liaison, and curriculum and instruction district specialists. These groups participate in parent meetings, focus groups, and survey responses. Our identified AIG students participate in focus groups and provide input on identification and services.

The development of the written plan of action for the NC AIG Program Standards starts during the beginning of the second year of the current plan with a district self-assessment provided by NCDPI Division of Advanced Learning and Gifted Education. The information for the assessment is gathered through survey data, test data, student focus groups, and teacher focus groups or PLCs.

The self-assessment data as well as the NCDPI Comments for Local AIG Plans are compared and correlated. WCPS AIG program staff develop a prioritized list of program needs and/or program standards for clarification and development.

During this time, the current WCPS AIG plan is monitored to ensure that a continuum of development and implementation of the standards is being done with fidelity. The success of the current plan is noted.

At the beginning of year three of the current plan, research and advocacy for change begin with stakeholder meetings, recommendations for policy change in testing, curriculum and instruction and finance, and parent informational meetings.

At the end of year three of the current plan, the revised plan is issued to “parent readers” to ensure stakeholder clarity and address stakeholder concerns prior to the first reading of the Curriculum and Instruction (C&I) Board of Education committee. The C&I BOE committee will make recommendations or approve to move to a WCPS BOE approval vote during the June WCPS BOE meeting.

Once approved, the plan will enter its first year. During this time, the plan will be presented to teacher and stakeholder groups during the first nine weeks of the school year to ensure all groups have an understanding of the standards, processes and policies that are to be implemented for the next WCPS AIG Plan cycle (three years).

*** 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.

WCPS monitors the local AIG Plan to ensure compliance with gifted legislation, North Carolina State Board of Education Policy WCPS BOE Policy, and local guidelines. Special attention will be given to the implementation of new practices.

Established levels of monitoring:

- AIG Specialists monitor their work and reflect through Professional Learning Communities (PLC)
- Goal setting plans are written by each AIG specialist and shared with colleagues. Monthly calendars and school service logs are developed to provide evidence of service implementation and site needs.

- District Level AIG coordinator oversees and monitors the implementation of guidelines and program progress on an ongoing basis. The AIG coordinator reviews initial placement records as well as monthly calendars and logs to ensure the fidelity of program implementation.
- Stakeholders input is gathered annually through surveys, focus groups, and parent meetings
- Data driven meetings are held at each site with administrators, teachers and students to ensure placement, content and services are appropriate.
- A yearly reporting of program initiatives, identification progress, and professional development is distributed to stakeholders, schools, and published on the WCPS AIG website.

*** Practice C**

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

The AIG Coordinator will work with the Exceptional Children Director, WCPS financial officer and Board of Education in order to monitor and maintain and accurate accounting of funds from the state. WCPS will use, to the best of its ability, any and all state funds to ensure AIG programs stay intact according to this plan. (WPCS does not allocate local funds for AIG)

Funding Goals:

- Retain 034(AIG) funds for gifted students, gifted programming, gifted teaching resources, professional development and AIG program personnel
- Allot funds appropriately to enhance and enrich AIG programming
- Continue to allot funds to schools for resources that directly correlate with AIG program standards and differentiated content
- Share all funding sources with all stakeholders at the beginning and end of the school year
- Ensure understanding of the allocation of the state funding for stakeholders, administrators, and BOE members

-Build relationships with Title One personnel in order to retain funds for AIG professional development under the guidelines of ESSA

-Retain funds to replace retired personnel in order to implement program services and initiatives

Current funding is used for AIG personnel, general education teachers, school allocations for extension and enrichment of content, outreach opportunities, testing protocols, and CogAT 3rd grade universal testing and scoring.

*** 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.

WCPS AIG student performance is monitored quarterly and collected annually using student AIG quarterly reports and annual DEP evaluation/revision. AIG teachers and specialists collect annual performance and maintain it in the AIG student profile record.

Achievement data is collected annually and analyzed for program placement, recommended course/class placement, and DEP development. Data from all sources across all grade levels will be analyzed and shared with teachers, students, administrators and parents. The process for disseminating data used for AIG purposes within the system is done on site with the AIG specialist and stakeholders.

The following will be done yearly by the AIG Coordinator and AIG specialists and teachers:

-Gather, analyze and share AIG student growth and achievement data

-Gather, analyze and determine needs of underserved populations

-Utilize graduation coaches to gather dropout data and provide services to underserved AIG students

-Utilize EVAAS data to analyze student growth and potential course placement or acceleration

-Disseminate data within the confines of FERPA in reporting annual achievement, growth, proficiency, performance, and course completion/acceleration.

*** Practice E**

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

WCPS has closed district lines and school choice is not an option for our students unless they apply for the lottery to attend our Wayne Early Middle College High School or Wayne School of Engineering (grades 6-13). Because of this, underrepresented students attend schools in high economically disadvantaged areas while outlying rural communities have large numbers of English Learners. Due to these changes, WCPS AIG programs will use more local and site based data to begin the screening and referral process. Each school's data will be used to determine the talent pool.

Each WCPS school site will develop a local talent pool of students who are possibly qualified for and in need of being screened for appropriate service options. This pool will reflect each schools' demographics. The talent pool will include, but will not be limited to, the top ten percent of each school in the district based on ability scores, achievement scores and universal screeners , students with a level V in any tested area, or are nominated by an administrator, teacher, student, parent, or specialist. Screening does not guarantee identification. Students of any demographic must meet criteria to be identified as gifted. Screening and testing instruments and gifted behavior scales/checklists may vary in response to cultural bias, language and service needs.

Special emphasis is placed on ensuring ALL students receive the opportunity to be screened for services. Exceptional children are ensured modifications on any and all testing used for screening; an emphasis is placed on teacher anecdotal evidence and portfolio. In order to better assess English Learners, alternate screeners in their native language may be used if available; an emphasis may be placed on rapid growth in an academic area.

Each school site will submit quarterly performance reports and attendance/transfer information to ensure that students who leave a school or the system have identification and service paperwork follow them for seamless transition.

Utilizing EVAAS, Powerschool, and site based data, WCPS will:

- Analyze demographics and and retention of underrepresented populations
- Monitor all groups with our underrepresented population within the program to ensure access to the site's most rigorous courses/classes
 - Study the referral, identification, and service of underrepresented populations in order to find trends, service needs, and program discrepancies
- Recommend/Refer underrepresented students for acceleration and special programs outside district lines when needed

-Examine subgroup populations within talent development groups (K-3), talent pools, service areas and headcounts

- Analyze trend data in underrepresented populations to determine needs for service
- Participate in Title One and Exceptional Children data analysis to determine trend data and student programming needs

Monitoring the performance and trend data of underrepresented populations informs program improvement efforts that may include:

- especially designed professional development on the needs of underrepresented populations that include cultural understanding and bias, understanding the needs and identification of twice exceptional students, the social, emotional and mental health of highly gifted students and students of poverty
- rigorous course/class access

- access to alternate learning environments (NCVPS, NCSSM, Duke TIP, APEX)
- development of IDEP, specialized learning, or individualized/independent learning contracts
- academic blueprints
- advocacy for different school assignment within and outside the LEA

Click here to remove the table and use only the narrative field.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	14.13%	<5%	5.75%	---	11.23%	---	14.02%
Male	13.27%	<5%	5.34%	---	6.38%	---	13.72%
Total	13.66%	<5%	5.54%	---	8.87%	---	13.86%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the

goals and strategies outlined in the local AIG plan.

WCPS AIG will continue to monitor the credentials of personnel serving AIG students through Human Resources, administrators and professional development plans.

The process for this includes:

- Data maintained through Human Resources is shared with AIG Coordinator at the beginning of each school year to include new hires
- Print out of licensed personnel is review by the AIG Coordinator
- Log of teachers attending AIG on-going PD or involved in IHE add on licensure programs
- Log of teachers who attempt Praxis for Gifted Add On Licensure and their scores

*** Practice G**

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

WCPS AIG elicits feedback from parents, teachers, stakeholders, and administrators using formal surveys that are designed to replicate the NCDPI AIG Program Standards Self-Assessment. This is done annually at the conclusion of the school year.

Questions about programming are often embedded in parent meetings for DEP development, transition meetings, and allotment approval. During teacher PD and PLC meetings, scripted program questions and “exit tickets” contain questions about program standards and services. This is done throughout the school year.

WCPS AIG receives formal feedback from students during focus groups where specific questions are used consistently across the LEA to ensure fidelity. This is done annually in the second semester.

*** 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.

WCPS has an established process to review and revise our current program. We strive for continuous improvement in order to keep our program and policies current and based on the need of our community and its diversity.

Evaluation will be based on a complete review of each program component:

- Philosophy
- Goals
- Student identification procedures
- Service delivery

- Personnel
- Parent and community involvement

A team of certified AIG specialists will conduct the evaluation. Each component will be examined to determine its effectiveness based on:

- Current district data
- Student needs
- Parent and community attitudes
- Research in the field of gifted education

The aforementioned components will be evaluated through:

- Focus group feedback
- Survey data
- District data
- Current policy revision

Overall program evaluation will occur every three years. However, certain program components will be reviewed every year.

These include: curriculum differentiation and implementation, student participation and progress, staff development, and public relations. Individual student evaluation is a continuous process. To evaluate this area, a variety of tools will be used.

*** Practice I**

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

WCPS AIG shares evaluation results with teachers and administrators. We focus on making evaluation, survey, and program results public. We collect data from the current plan. Data will be disseminated after it is collected. Evaluation data is made public via the WCPS website after the NC AIG Program Standard review has taken place at NCDPI and shared with the WCPS Board of Education.

*** 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.

WCPS AIG has an established due process that protects the rights of AIG students, parents and guardians. We will continue to use these practices and procedures.

Disagreements Regarding Referral, Identification, or Services

1. The parent or guardian requests a conference with the teacher providing the service option.
2. The parent or guardian requests a conference with the Academically/Intellectually Gifted Specialist who serves the school that child attends.

3. The parent or guardian requests a conference with the Academically/Intellectually Gifted Site Identification Team.

4. The parent or guardian requests a conference with the school principal.

5. The parent or guardian requests a conference with the Academically/Intellectually Gifted Coordinator for Wayne County Public Schools to review the site team and principal's decision

6. The parent or guardian appeals, in writing, the principal's decision to the associate superintendent.

7. The parent or guardian appeals, in writing, the decision to the Superintendent.

8. The parent or guardian appeals to the Wayne County Public Schools Board of Education.

9. The parent or guardian petitions the administrative law judge for a contested case hearing.

10. If the parent or guardian and the education agency cannot agree on the identification or the services of a child, then a third party can be asked to mediate (talk to both sides about the problem). Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than going to a court hearing. Mediation can occur after the principal, superintendent, or the board has made decisions. If a resolution that is satisfactory to both parties can be reached through mediation, loss of time and effort can be avoided. Mediation, however, cannot be used by either party to delay a hearing by an administrative law judge.

WCPS AIG plan includes a process for parent involvement and consent in the form of a parent letter (Form AIG 1) in the beginning of the screening process. This letter informs the parent of the reason for screening the student, reviewing student data and records and the referral process that leads to the initial placement of the student in the AIG program. Parents are asked to sign (consent) and return a copy of the letter. A copy of Due Process and Mediation is sent with letter. Parents indicate the receipt of Due Process information on the returned copy of the letter.

If, during the assessment of a student for referral or placement, additional or alternate testing is required or recommended, the AIG specialist and/or Site Team will determine the best alternate assessment or timeline for the student. Parents are notified by letter or during a meeting in order to discuss options. Minutes of these meeting are housed in the student AIG record.

WCPS AIG recognizes and extends reciprocity to transfer students from NC LEAs, military families, and other public schools within the country as well as private and international schools. WCPS AIG will determine, during the student DEP annual review process, the most appropriate service options for the student offered within our LEA.

Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	<p>* WCPS AIG plan includes a process for parent involvement and consent in the form of a parent letter(Form AIG 1) in the beginning of the screening process.</p> <p>This letter informs the parent of the reasons for:</p> <ul style="list-style-type: none">-screening the student-reviewing student data and records-and the referral process that leads to the initial placement of the student in the AIG program. <p>Parents are asked to sign (consent) and return a copy of the letter. A copy of Due Process and Mediation is included in a brochure that explains the process for identification and service that is sent with the parent letter (Form AIG1).</p> <p>Parents indicate the receipt of Due Process information on the returned copy of the letter.</p> <p>After all information is gathered and evaluated for identification, an invitation to conference about identification, develop a DEP, and consent to identification and service is issued to the parent. During this conference, all program questions about identification and service is explained. Parents/Guardians are asked to consent to or decline services with their signature during this conference.</p>

<p>Informed consent for placement</p> <ul style="list-style-type: none"> * Informed consent of placement of student(s) is discussed with parents/guardians during the initial conference. <p>During the initial conference, the following is discussed/developed:</p> <ul style="list-style-type: none"> -evidence gathered to inform placement to include but not limited to test scores, performance grades, motivation, interest, universal screeners, portfolios, extra curricular activities -best academic and physical placement (example: subject/grade level/grouping) <p>Parents/Guardians indicate consent for placement (on Form AIG 2 con't.) during the following:</p> <ul style="list-style-type: none"> -the initial conference -annual review of the DEP -transition within the program, grade level, or school placement 		<p>Transfer procedures</p> <ul style="list-style-type: none"> * <p>WCPS AIG recognizes and extends reciprocity to transfer students from NC LEAs, military families, and other public schools within the country as well as private and international schools. WCPS AIG will determine, during the student DEP annual review process, the most appropriate service options for the student offered within our LEA.</p>	<p>Reassessment procedures</p> <ul style="list-style-type: none"> * <p>If, during the assessment of a student for referral or placement, additional or alternate testing is required or recommended for reassessment, the AIG specialist and/or Site Team will determine the best alternate assessment or timeline for the student. Parents/Guardians are notified by letter and during the initial meeting in order to discuss options. Options may include alternate assessment(s) or a watch and wait period allowing a student to acclimate to a new learning environment, transition, trauma, illness or engage in talent development</p> <p>Parents/Guardians consent to reassessment, watch and wait, or decline further assessment (on Form AIG 2 con't)</p> <p>Minutes of these meeting are housed in the student AIG record.</p>	<p>Procedures to resolve disagreement</p> <ul style="list-style-type: none"> * <p>If, after the initial conference and/or a conference to determine further evidence for placement, a parent or guardian feel action or mediation need to take place</p>
---	--	--	--	--

WCPS AIG has an established due process that protects the rights of AIG students, parents and guardians. We will continue to use these practices and procedures as they are reviewed and approved by WCPS Board Attorney Richard Shwartz.

Disagreements Regarding Referral, Identification, or Services (Use this guide as a step by step guide. Steps are numbered. If a disagreement is not resolved in step 1, proceed to step #2. If a disagreement is not resolved by step 2, proceed to #3, and so on.)

1. The parent or guardian requests a conference with the teacher providing the service option.
2. The parent or guardian requests a conference with the Academically/Intellectually Gifted Specialist who serves the school that child attends.
3. The parent or guardian requests a conference with the Academically/Intellectually Gifted Site Identification Team. This team includes the referring or current teacher(s), school counselor, AIG specialist, and administrator
4. The parent or guardian requests a conference with the school principal.
5. The parent or guardian requests a conference with the Academically/Intellectually Gifted Coordinator for Wayne County Public Schools to review the site team and principal's decision
6. The parent or guardian appeals, in writing, the principal's decision to the Executive Director of Exceptional Children or Assistant Superintendent of Student Services.
7. The parent or guardian appeals, in writing, the decision to the Superintendent.
8. The parent or guardian appeals to the Wayne County Public Schools Board of Education.
9. The parent or guardian petitions the administrative law judge for a contested case hearing.
10. If the parent or guardian and the education agency cannot agree on the identification or the services of a child, then a third party can be asked to mediate (talk to both sides about the problem). Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than going to a court hearing. Mediation can occur after the principal, superintendent, or the board has made decisions. If a resolution that is satisfactory to both parties can be reached through mediation, loss of time and effort can be avoided. Mediation, however, cannot be used by either party to delay a hearing by an

Local Board of Education Approval

Wayne County Public Schools (960) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 07/15/2022

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	 From the Boardroom: Minutes June 2022, AIG Local Plan approval

AIG Related Documents

Wayne County Public Schools (960) 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>From the Boardroom: Minutes June 2022, AIG Local Plan approval</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Wayne County Public Schools (960) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
--------	------------

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