

Mission/Vision Statement and Funding

Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

The Catamount Schools supports and engages all learners. Our CATS (Creative and Academic Talent Services) program serves students in sixth through eighth grade who manifest the ability to learn well beyond the expected level of their peers. CATS serves students identified as Academically and Intellectually Gifted (AIG) and students who show high potential or high interest in specific subjects or topics of study. The vision of the CATS program is to enrich students' learning opportunities through challenging, rigorous, and creative learning opportunities beyond the curriculum outlined by the North Carolina Standard Course of Study and Common Core State Standards. In addition, we support AIG students emotionally, socially, and academically to prepare them for their future endeavors.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

| State Funding | Local Funding | Grant Funding | Other Funding |
|---------------|---------------|---------------|---------------|
| * \$ 0.00     | * \$ 9,500.00 | * \$ 0.00     | * \$ 0.00     |

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| Standard 1: Student Identification                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Standard 1: Student Identification</b></p> <p><i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i></p>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>* Practice A</b></p> <p>Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.</p> | <p>Giftedness is the manifestation of ability to learn well beyond the expected level of one's age mates. It can be discovered through outstanding student performance, exceptional commitment to tasks, high test scores, creative products, and/or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought. Catamount School personnel are committed to seeking AIG students from all student populations.</p> <p>Indicators for placement are:</p> <ul style="list-style-type: none"> <li>• Student Achievement,</li> <li>• Student Interest and Motivation to Learn,</li> <li>• Student Aptitude,</li> <li>• Student Performance,</li> <li>• Student Creative Potential</li> <li>• and Observable Student Behaviors.</li> </ul> <p>AIG placement in the Catamount School will be based on evidence of the multiple indicators seen above. Placement on the AIG headcount for AM (Academically Gifted in Math), AR (Academically Gifted in Reading), or AG (Academically Gifted) will occur when at least four of the six indicators are present. Of those four, two must be quantitative, either student achievement, student aptitude, student performance, or creative potential. Placement on the AIG headcount for IG (Intellectually Gifted) will occur when a student scores in the 90th percentile or greater for student aptitude but does not meet any of the other indicators.</p> <p>Student Achievement – Indicators of a student's knowledge may be shown through a standardized test score, such as an End-of-Grade/End-of-Course test score. Achievement may also be reflected by other criterion-referenced tests. Achievement of 90%, or 90th percentile, or higher will be obtained.</p> <p>Student Interest and Student Motivation to Learn – Indicators of a student's focus areas and/or curiosity may be shown through a formal interest inventory/survey such as Children's Academic Intrinsic Motivation Inventory (CAIMI), an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through student's participation in extra-curricular activities. Indicators of a student's commitment to pursue learning experiences may be shown through school and/or outside of school activities. With some students this may be negated by unfavorable environmental or</p> |

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| <p>experiential circumstances. For these students, who have often been called "underachievers", an individual case study may be important to reflect the student's specific areas of need.</p> <p>Student Aptitude – Indicators of a student's capacity for learning involve reasoning, problem solving, memory, etc. Aptitude may be shown through an IQ score or demonstrated abilities. The Naglieri Non-verbal Ability Test (NNAT) will be given to students in sixth grade who have no former aptitude scores.</p> | <div data-bbox="313 1871 337 2022"> <p><b>* Practice B</b></p> </div> <div data-bbox="342 153 402 2022"> <p>Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.</p> </div> <div data-bbox="436 153 527 2022"> <p>The Catamount School establishes a process and criteria for AIG student identification at all grade levels served; 6-8, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria includes both qualitative and quantitative data in order to develop a comprehensive learner profile.</p> </div> <div data-bbox="557 153 647 2022"> <p>Student Performance – Indicators of a student's demonstrated mastery may be shown through work samples, portfolios, and grades. In some cases, performance may be demonstrated outside the school arena. Student performance will obtain 90% proficiency, or Level 4, and student work samples and/or portfolio entries will be exemplary.</p> </div> <div data-bbox="670 153 730 2022"> <p>Creative Potential or Creative Output – Indicators of a student's creative potential or creative output may be demonstrated through formal testing using The Profile of Creative Abilities (PCA) or through observations, interviews, or a portfolio submission of products.</p> </div> <div data-bbox="756 153 816 2022"> <p>Observation of Student – Indicators of student's needs for differentiation, based on his/her observable behavior may be shown through the student's abilities using the characteristics recommended by Renzulli in the following areas:</p> </div> <div data-bbox="842 873 1390 2022"> <ul style="list-style-type: none"> <li>• Communication – Highly expressive and effective use of words, numbers and symbols</li> <li>• Motivation – Evidence of desire to learn</li> <li>• Humor – Conveys and picks up on humor</li> <li>• Inquiry – Questions, experiments, explores</li> <li>• Insight – Quickly grasps new concepts and makes connections, senses deeper meaning</li> <li>• Interests – Intense (sometimes unusual) interests</li> <li>• Problem-Solving – Effective, often inventive, strategies for recognizing and solving problems</li> <li>• Memory - Large storehouse of information on school or non-school topics</li> <li>• Reasoning - Logical approaches to figuring out solutions</li> <li>• Imagination/Creativity - Produces many ideas, highly original.</li> </ul> </div> <div data-bbox="1416 1142 1443 2022"> <p>[Reference source- Coleman, Gallaher, Harrison, and Robinson (1995)]</p> </div> |
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**\* Practice C**

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

The Catamount School Administering a non-verbal aptitude test allows for under-represented populations to be represented in the referral pool. The Catamount School is committed to meeting the needs of all students including those with motivational, social and emotional, or behavioral issues. Students who may potentially be gifted, may also be Twice Exceptional (2E). For an overview of 2E, see this document published by NEA (National Education Association): <http://www.nea.org/assets/docs/twiceexceptional.pdf>

NEA offers the following recommendations for the identification process:

Identification procedures for twice-exceptional students are complex and must consider assessment in both giftedness and disability. The following considerations for identifying twice-exceptionality in students have been suggested by specialists in the fields of gifted and special education (Brody & Mills, 1997; Johnson, Karnes, & Carr, 1997; McCoach, Kehle, Bray, & Siegle, 2004; Nielsen, 2002; Silverman, 1989):

- Use multiple data sources for gifted programming identification: intelligence and achievement tests, teacher reports, creativity tests, student interviews, self-referral, portfolio, and family or peer referral.
- Avoid combining multiple pieces of data into a single score; combining scores allows lower scores to depress the total score thereby disqualifying students with strengths from gifted programs.
- Reduce qualifying cutoff scores for gifted program to account for depression of scores due to the disability.
- Compare expected performance on statewide standardized testing as well as psycho-educational assessments with actual performance using the student's daily classroom achievement, as well as other authentic assessments.
- Use both formal (such as standardized tests) and informal (such as student class work) assessments.
- Conference with families about student performance outside of school.

• Be aware that identification is seldom pursued for students whose gifts and disabilities mask one another. As such, be hyper vigilant about looking for subtle indicators of exceptionality in students.

• Use culturally sensitive assessment processes to prevent language and cultural differences from creating bias in the identification process.

Student Search/Nomination: Initial Screening

1. The 'student search phase' of the placement process includes all activities designed to screen the general student population in order to determine which students may require further assessment for placement in the CATS program.
2. Particular attention during this process will be given to potentially gifted students from culturally diverse and economically disadvantaged populations, including assessments given in the language in which the student is most fluent (when allowable) and non-verbal assessments.
3. Information collected at the find stage will lead either to a referral and additional assessment, or to a decision that the student currently does not require differentiated services. This process will establish a pool of highly able students at the Catamount School.
  - a. If the student is referred, parents will be notified by the school-based AIG needs determination team that further assessment is necessary. Parent consent will be required for testing.
  - b. If the CATS needs determination team finds that the student does not require differentiated services, documentation will be placed in the student file. This will alert future teachers that the learner has shown some indication of potential giftedness and deserves to be monitored to determine if the process should begin again.

| Percent Ethnicity Identified as AIG                             |         |         |        |               |         |                |         |
|-----------------------------------------------------------------|---------|---------|--------|---------------|---------|----------------|---------|
|                                                                 | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
| Female                                                          | ---     | ---     | ---    | ---           | ---     | ---            | ---     |
| Male                                                            | ---     | ---     | ---    | ---           | ---     | ---            | ---     |
| Total                                                           | ---     | ---     | ---    | ---           | ---     | ---            | 30.91%  |
| Percent of Total AIG Students Identified as Dual Exceptionality |         |         |        |               |         |                |         |
| ---                                                             |         |         |        |               |         |                |         |

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

The AIG Advisory Team/MTSS team at The Catamount School meets at least 2 times per semester to review and advise on AIG programming, using accessible data

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| <p>Fall: review screening/referral/identification processes to ensure consistent implementation</p> <p>Late Fall: review data and any referrals</p> <p>Winter: review new data and/or trends in gifted education</p> <p>Spring: overall AIG program review</p> <p>Recognizing Giftedness in Under-Represented Populations</p> <p>Training is provided to teachers about twice-exceptional, underachieving, under-represented populations, and social/emotional issues that may mask giftedness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <p><b>* Practice E</b></p> <p>Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p> <p>The Catamount School disseminates information about the AIG process and procedures using the following methods:</p> <ul style="list-style-type: none"> <li>· Use the MTSS structure to disseminate information about equitable screening, referral, and identification practices and build awareness of twice-exceptional students.</li> <li>· The Catamount School Flowchart of the AIG Referral Process will be made available to all staff.</li> <li>· Updates about identification results will be given to stakeholders and staff members annually.</li> </ul>                                                                                                                                                                                                                               |  |
| <p><b>* Practice F</b></p> <p>Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.</p> <p>Individual student folders maintained at each school show evidence that this occurs. The responsibility of the school-based AIG needs determination team in the Identification and Placement process is to:</p> <ol style="list-style-type: none"> <li>1. Collect data from: <ol style="list-style-type: none"> <li>a. Tests and other sources of measurable performance (e.g., grades)</li> <li>b. Nominations and supporting materials from teachers, students, and parents</li> <li>c. Observations of student performance</li> </ol> </li> <li>2. Make an initial decision regarding which students need further review or referral for possible placement.</li> <li>3. Notify parents in writing if the team decides to refer the student for possible services or when</li> </ol> |  |

further review is necessary.

4. Make recommendations and suggest program options for appropriate placement (math, reading, or both).
5. Keep appropriate records of decisions regarding all students nominated for review, referral, and placement by the team.

**\* Practice G**

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

A copy of the Catamount School's Individual Student Needs Determination Record for AIG and a copy of the current school year's Differentiated Education Plan (if student has been identified) shall be placed in the student's cumulative record for easy access for school transfers. The current plan supports the NC Standard Course of Study and differentiation. The Catamount School requires all teachers to differentiate for all students. All students who are identified as AIG will experience curricula that build upon and extend beyond the North Carolina Standard Course of Study (NCSCOS). The AIG program will provide students with opportunities to study curricula in greater depth and at a quicker pace than covered by the NCSCOS and to explore areas of interest beyond the NCSCOS. Every student identified as AIG will be engaged in many opportunities for extension including, but not limited to:

- Broadening classroom studies through self-selected activities
- Studying in areas of personal interests
- Creating individual and group Problem and Project-Based Learning opportunities to allow for personal in-depth study
- Engaging in civic responsibility lessons and activities

**\* Ideas for Strengthening the Standard**

Through MTSS process the team will review student progress and achievement data for early identification for referral of gifted education.

**Planned Sources of Evidence**

|                                |  |
|--------------------------------|--|
| * MTSS meeting agendas         |  |
| * AIG identification paperwork |  |
| * mid-year program review      |  |

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

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| Standard 2: Comprehensive Programming within a Total School Community                                                                                                                                                                                                                                                                                                                                                                                                                   | Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Standard 2: Comprehensive Programming within a Total School Community</b></p> <p><i>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.</i></p> | <p><b>* Practice A</b></p> <p>Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.</p> <p>All students who are identified as AIG will experience curricula that build upon and extend beyond the North Carolina Standard Course of Study (NCSCOS). The AIG program will provide students with opportunities to study curricula in greater depth and at a quicker pace than covered by the NCSCOS and to explore areas of interest beyond the NCSCOS. Every student identified as AIG will be engaged in many opportunities for extension including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Broadening classroom studies through self-selected activities</li> <li>• Studying in areas of personal interest</li> <li>• Creating individual learning opportunities to allow for personal in-depth study</li> </ul> <p>In addition, they will be encouraged to participate in enrichment options or extra-curricular activities such as:</p> <ul style="list-style-type: none"> <li>• Mentoring programs connecting students with experts in the community in areas of student interest</li> <li>• Online opportunities – facilitating student access to online study</li> <li>• Allowing opportunities for students to engage in organized academic teams such as Lego Robotics, Battle of the Books, and Science Olympiad.</li> <li>• Pull-out students grouped with able peers</li> </ul> <p>The process for evaluating the implemented curriculum to determine its impact on student achievement is as follows:</p> <ul style="list-style-type: none"> <li>• State testing results</li> <li>• District benchmark assessment</li> <li>• Classroom assessment</li> </ul> |

• Survey results

• Self-assessment

Learners will also be engaged in various classroom assessments through choice of projects, products, writing, etc. that demonstrate student mastery of content. Student work samples can be used to facilitate this assessment. All teachers who teach gifted students will use differentiated instruction to accommodate the strengths and needs of students identified as AIG. Each AIG specialist will provide general classroom teachers with differentiation strategies. AIG specialists will use multiple assessments and evaluation tools for monitoring student understanding and achievement. It is the school's responsibility to provide alternative assessments to meet these requirements.

The Catamount School's School Improvement Plan states that all teachers should have an average of five hours weekly allotted planning time. It is also the school administration's responsibility to ensure that there is development of differentiated curricula and programs. The school's administration will provide clearly articulated guidelines for identifying and teaching any student recognized as accelerated in any content area. Grade/content acceleration can only be considered through a special committee made up of the administration, the regular classroom teacher, the AIG teacher, the parent, a psychologist, as well as a guidance counselor if necessary.

Grouping may be used to meet individual instructional needs. Such grouping can be flexible; for example, within/between/among individual classrooms or teams. Students may be placed in a group based on their ability, performance, interests, and/or needs. Such flexibility allows students to be moved in and out of groups based on needs and performance.

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**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

AIG students have unique social and/or emotional needs that affect their learning. In an effort to meet the diverse needs of all AIG students, including those with different socio-emotional levels, learning styles, and those who may be at risk, the system has established a plan to recognize and nurture the unique socio-emotional needs of gifted learners. This plan includes increased communication between the content area teachers, as well as guidance counselors and other school personnel. A variety of services are available throughout the school to address emotional needs, career planning, and interventions for students who may be at risk for academic achievement. AIG students have access to school counselors and Meridian Psychological Services while at school. Highly gifted students may be considered for grade skipping/grade acceleration/double promotion.

Both individual and group counseling are critical in middle school, particularly for students experiencing identity and adjustment problems. Small group sessions with gifted students that address their unique needs have proven highly successful. Establishing mentor programs have also proven to be effective in helping such students develop self-esteem, set higher aspirations, make appropriate secondary course selections, and develop career plans. The NC Standard Course of Study promotes awareness of social issues such as bullying and good decision making. Students also benefit from partnerships with Western Carolina University.

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**\* Practice C**

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

All teachers who teach gifted students will use differentiated instruction to accommodate the strengths and needs of students identified as AIG. WCU Professors from the Gifted, Creative and Innovative Education program will assist general classroom teachers with ideas for differentiation strategies. Instructors will use formative and summative assessments to monitor student understanding and achievement. In accordance with board policy, all teachers have a planning period. It is the school administration's responsibility to ensure there is development of differentiated curricula and programs. The school provides teachers with the ability of electronic sharing of lessons, units, strategies, and other resources.

**\* Practice D**

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

Grouping may be used to meet individual instructional needs. Such grouping can be flexible; for example, within/between/among individual classrooms or teams. Students may be placed in a group based on their ability, performance, interests, and/or needs. Such flexibility allows students to be moved in and out of groups based on needs and performance.

With regard to accelerating students (content/subject/grade), vertical planning resources led MTSS staff include opportunities for teachers to

Become aware of the skills and content at the next levels

- Communicate with colleagues at other levels to share resources and insights
- Consider grouping advanced students across grade levels
- Various enrichment activities are open to all students, extending their learning regardless of identification or potential within the classroom within the school day and/or during selected after-school programs

Growth area: During this cycle we will examine resources and conduct a book study using the following materials

Vertical differentiation for gifted, advanced, and high-potential students: 25 strategies to stretch student thinking by Mofield, Emily

2023

Vertical Differentiation for Gifted, Advanced, and High-Potential Students outlines 25 engaging tools and strategies to stretch student thinking, promote deep learning, and provide layers... <https://go.exlibris.link/6DBcRwXg>

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| <p>Mofield, E. (2023). Vertical differentiation for gifted, advanced, and high-potential students: 25 strategies to stretch student thinking. Routledge. <a href="https://doi.org/10.4324/9781003293286">https://doi.org/10.4324/9781003293286</a></p> | <p><b>* Practice E</b><br/>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.</p> | <p>The Catamount School's advisory Board is made up of professors, teachers, parents, and community members. The Advisory Board participates in the review, evaluation, and development of the local AIG Plan. Plan development is offered for review to the public. A mission statement is posted on the school's website with contact information about receiving further information.</p> <p>General education teachers participate in the development of the DEPs for the students they serve.</p> | <p><b>* Practice F</b><br/>Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p> <p>The principal, who is AIG Certified, will meet with eighth grade students to help develop high school schedules and discuss the AIG program at the high school level. Additionally, all eighth-grade students participate in freshman orientation and school visitation.</p> | <p><b>* Practice G</b><br/>Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p> <p>Course offerings include two high school credit courses available for accelerated learning opportunities.</p> | <p><b>* Practice H</b><br/>Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.</p> <p>Does not apply to us because it is focused on k-3 students.</p> | <p><b>* Practice I</b><br/>Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.</p> <p>Extra-curricular programs are encouraged and broadly disseminated through the school website and social media. Students are encouraged to participate in extra-curricular programs and events. Examples of enrichment options may vary from year to year but may include- Art Club, Battle of the Books, Chess Club, Debate Club, Drama Club, Duke University Motivation for Academic Performance (MAP) Program, Duke University Talent Identification Program (TIP), Essay Contests, Foreign Language Club, History Day, National Youth Leadership Conferences, Quiz Bowl, Robotics, Science Fair Competitions, Robotics, Seminars, Summer Programs for Gifted Students, Tar Heel Junior Historians, and University Workshops.</p> | <p><b>* Practice J</b><br/>Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> |
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Identified AIG students are grouped intentionally based upon their identification area, i.e. AG, AM, AR, IG. This allows students to be served in their area of giftedness and work collaboratively with peers sharing their identification. Students are grouped flexibly in regular classrooms based upon readiness, interest, and/or learner profiles.

Both the intentional and flexible groupings facilitate effective instruction that allows students to engage with peers and grow academically.

## Ideas for strengthening the standard:

1. Develop unbiased tools, based on evidence or research, to support acceleration decisions.
2. Remove barriers that may hinder the implementation of PBL opportunities.
3. Address any environmental or social and emotional or behavioral barriers.

## \* Ideas for Strengthening the Standard

Utilize student, family and stakeholder feedback to improve opportunities for accelerated coursework.

## Planned Sources of Evidence

- |   |                                                                                                                                                               |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| * | AIG data will be desegregated from MTSS whole school data. Additional data from summer camps and other AIG related programming will be gathered and analyzed. |
| * | Student records review for accelerated course entry                                                                                                           |
| * | Feedback from engagement survey                                                                                                                               |

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

Standard 3: Differentiated Curriculum and Instruction

**Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

**Compacted Content and Credit by Demonstrated Mastery**

Students may request the opportunity to show proficiency for a course and earn credit for a course through participation in the North Carolina Credit by Demonstrated Mastery (CDM) program. Interested students must contact their school counselor to begin the process for consideration for CDM in either the fall or spring semester. A school team will be compiled to evaluate the student for the CDM credit and course credit will be recognized if awarded.

**Subject Acceleration**

Highly gifted students may be considered for subject acceleration for a single subject without grade acceleration when determined appropriate by the student's DEP team.

**Grade Acceleration/Double Promotion**

Highly gifted students may be considered for grade skipping/grade acceleration/double promotion. Only those students who score at the 98 or 99 percentile on both achievement and aptitude tests will be considered for this learning environment option. Such students are typically performing two grade levels above their same age peers and may be better served in an educational setting that is developmentally more appropriate. These students will be considered for grade acceleration after exhibiting a desire to be so accelerated. In addition, a team of professionals will be assembled to complete the Iowa Acceleration Scale to determine the appropriateness of acceleration and make planning decisions. The members of the team will include, but not be limited to: principal, parents, current teacher, potential receiving teacher, school counselor, etc. All other service delivery options must have been considered before this learning option is available

**\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

**Teachers gathering information:**

- During instruction, teachers observe student behavior and accomplishments and track district-approved test scores and other measures of performance

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| <ul style="list-style-type: none"> <li>• During the referral process, teachers/staff/families submit information about student strengths, readiness and interests</li> <li>• During the identification process, students complete interest inventories, learning styles inventories and writing samples</li> <li>• Matching needs to services</li> <li>• During the annual writing/review of DEPs/IDEPs (Individualized Differentiated Education Plans), families, students and members of the school MTSS team collaborate to determine instructional strategies that will be used in school settings.</li> </ul> <p>The team considers student strengths and areas of identification when selecting instructional strategies and approaches</p> <p>Strategies may be used in the regular classroom, in AIG cluster groups, independent study and/or additional settings including clubs, after-school, summer, or mentorship programs. Teaching strategies include thinking skills activities related to PBL implementation across the school year.</p>                                                                                                            |  |
| <p><b>* Practice C</b></p> <p>Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.</p> <p>All students at The Catamount School engage in weekly lessons related to social emotional learning as well as rigorous academic expectations based on evidence and research by faculty who teach at WCU as well as those in the broader field who are collaborators at other universities nationally and internationally. This is the heart of the innovative instruction that is conducted at the lab school at WCU.</p> <p>Additionally, we are committed to trying cutting edge instructional techniques to serve all students as The Catmount School continues to have higher than the state average students with disabilities. IDEPs are developed for twice-exceptional students. The AIG specialist will continue to be trained in recognizing and providing services to under-represented populations in ways that best meet their needs. The Catamount School continues to develop a programming plan for differentiation to meet the needs of ELL students.</p> |  |
| <p><b>* Practice D</b></p> <p>Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.</p> <p>The Catamount School has programs to help all students develop durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p><b>* Practice E</b></p> <p>Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>All teachers utilize multiple assessment data points to respond to student learning in a comprehensive way in order to engage learners at all levels.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>* Practice F</b></p> <p>Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>School leadership and staff communicate regularly with outside professionals to enhance instructional practices and stay current with best practices for gifted education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |



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| Standard 4: Personnel and Professional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Standard 4: Personnel and Professional Development</b><br><i>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.</i>                                                                                                                                                                                                                                                                                                               |
| <p><b>* Practice A</b><br/>Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.<br/>Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p>                                                                                                                                                                                                                                                                  |
| <p><b>* Practice B</b><br/>Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.<br/>Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan</p>                                                                                                                   |
| <p><b>* Practice C</b><br/>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.<br/>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.</p>                                                    |
| <p><b>* Practice D</b><br/>Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.<br/><br/>Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.<br/><br/>Administrators consider AIG students for Math I and encourage all teachers to obtain AIG licensure, demonstrate high growth, maintain distinguished performance ratings and express interest and curiosity about meeting the needs of gifted students.</p> |
| <p><b>* Practice E</b><br/>Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.<br/>Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p>                                                                                                                                                                                                                                                                                                  |
| <p><b>* Practice F</b><br/>Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.<br/>Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p>                                                                                                                                                                                                                            |

**\* 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.

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.

**\* Ideas for Strengthening the Standard**

Explore ways to increase the attractiveness of AIG teachers, leading to better recruitment;

Obtain funding to increase attendance at professional AIG-related conferences and hold follow-up implementation meetings;

Encourage teachers to earn gifted endorsement/certification as WCU has a program already established

**Planned Sources of Evidence**

\* CEU credits

\* Professional development schedules

\* MTSS meeting agendas

**Documents**

**Document/Link**

Document Template

AIG Standard 4 Additional Resources

N/A

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| Standard 5: Partnerships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Standard 5: Partnerships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>* Practice A</b><br/>Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> <li>▪ academic and intellectual</li> <li>▪ social and emotional.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Provisions are made for regular parent participation in the development of the Differentiated Education Plan (DEP) and the Individual Differentiated Education Plan (IDEP). The principal meet annually with parents of each student enrolled in the AIG Program to discuss the DEP and/or IDEP. The Catamount School maintains an AIG Needs Determination Team that meets as needed to review student information and make determinations concerning placement and services. The AIG Advisory Board serves in an advisory capacity and ensures the implementation and annual review of the local AIG Plan. The school delivers information on its website pertaining to programming and opportunities for students. |
| <p><b>* Practice B</b><br/>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.</p> <p>It is essential that programming for AIG students be linked to other school system initiatives and work closely with our partnership school district. At the Catamount School, direct linkage is provided in the following ways:</p> <p>Planning</p> <p>We work to ensure that JCPS acknowledges our identification of students as AIG and serve them appropriately as they transition to the high school.</p> <p>Professional Development</p> <p>The AIG Plan is supported by professional development activities naturally available through WCU. Professional development funds may be used to instruct educators in the techniques necessary to accomplish the goals and strategies identified in the AIG plan. Professional development will be necessary in order to communicate, implement, and evaluate the plan.</p> <p>Personnel</p> <p>The Catamount School has access to the professors of the Gifted, Creative and Innovative Education Program who consults with classroom teachers. The principal, who is AIG Certified coordinates the program for gifted students.</p> <p>Technology</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>The Catamount School provides laptops for all students, as well as other forms of technology. These various modes of technology allow students the opportunity to work at an individual level and pace; academic and enrichment programs are used to offer extended curriculum for gifted students. Students use technology such as Skype to communicate with professors and other professionals.</p> <p>Scheduling</p> <p>Block scheduling helps provide time and opportunities for extension and integration of curriculum.</p> <p>Curricular Issues</p> <p>The curriculum must meet the needs of all students including higher performing students. Curriculum alignment with the North Carolina Standard Course of Study and enhancing instructional time in all academic areas is emphasized. Differentiated Educational Plans (DEP) for students identified as AIG will define curriculum differentiation for each student.</p> <p>Extra-Curricular Activities</p> <p>An array of extra-curricular activities is available for AIG students. These activities serve to support and enrich the existing curriculum as well as to develop students' higher order thinking abilities and problem-solving skills.</p> <p>Student Assessment</p> <p>A strong student assessment program is in place for students. Formative assessment instruments include the North Carolina Check-ins, and district benchmarks. Summative assessments include the North Carolina Testing Program for grades 6-8 which is comprised of End-of-Grade (EOG) and End-of-Course (EOC) exams. These tests also provide a means to assess the continuous progress of AIG students.</p> <p>AIG Program Evaluation/Review</p> <p>The Catamount AIG Plan requires a program review. This evaluation will provide opportunity for reflection and assessment of the progress toward program goals. Based on the assessment, program modifications may be made.</p> | <p><b>* Practice C</b><br/>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.</p> <p>The Catamount School's advisory Board is made up of professors, teachers, parents, and community members. The Advisory Board participates in the review, evaluation, and development of the local AIG Plan. Plan development is offered for review to the public. A mission statement is posted on the school's website with contact information about receiving further information.</p> <p><b>* Practice D</b><br/>Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> <li>▪ Local AIG Plan</li> <li>▪ Local AIG program services</li> <li>▪ Policies and procedures relating to advanced learning and gifted education</li> <li>▪ Ways to access advanced learning opportunities</li> </ul> <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p> |
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| <p>The Catamount School establishes and utilizes an advisory group to develop, implement, and monitor the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents and families, AIG teachers, and other instructional and support staff. Opportunities for the overall involvement of school community, parents, and local community representation in the ongoing implementation of the local plan, monitoring of meeting plan goals, and the integration of education services for gifted students are available for all stakeholders. Input and feedback is encouraged from all stakeholders including parents, community members and students.</p> |                          |                      |
| <p><b>* Ideas for Strengthening the Standard</b></p> <p>Review stakeholder survey annually to ensure maximum participation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                      |
| <p><b>Planned Sources of Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |                      |
| * stakeholder survey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                          |                      |
| * meeting agenda and minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                      |
| * review of student assessment data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                      |
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| <b>Type</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Documents</b>         | <b>Document/Link</b> |
| AIG Standard 5 Additional Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Document Template<br>N/A |                      |

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| Standard 6: Program Accountability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Standard 6: Program Accountability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <i>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.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>* Practice A</b><br/> 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.</p> <p>At The Catamount School we will monitor and evaluate the local AIG program and plan in several ways. Including</p> <p>Meetings of the AIG Advisory Group will allow for review of the program. Data sources for review include stakeholder surveys, summative assessments, referral and placement in AIG program. The Catamount School plan will be revised as needed to ensure continuous improvement.</p> <p>The advisory board meets for the purpose of program and plan evaluation. Prior to that meeting, each participant reviews the AIG program goals and makes notes of any necessary plan/program changes, plan/program achievements, and/or plan/program areas for reflection. At these meetings, goal progress is reviewed, updated, and modified if necessary.</p> <p>Every three years, the AIG plan/program as a whole is evaluated and necessary revisions to the plan [this document] are made. The revisions are then submitted for approval, after which the revised plan is forwarded to the North Carolina Department of Public Instruction for further review and response if necessary. Additionally, stakeholders will be able to access the plan upon request.</p> <p>When annual student achievement, student growth, and drop-out information is provided by the state, the principal will disaggregate the data to show trend information. This information will be discussed with instructors, school counselors, and the AIG Advisory Group. Drop-out data will be monitored. The Naglieri Non-verbal Ability Test (NNAT) will be used for aptitude. This test was selected because of its culture-fair format, allowing for reliable and valid evaluation of the ability of students from many backgrounds. Referrals for AIG evaluation can be submitted at any time during the school year.</p> <p>Referrals can be made by parents, teachers, and students, allowing for diversity in placement decisions. The principal will maintain data regarding referral and identification trends based on student demographics. A focus will be placed on twice-exceptional and under-represented populations.</p> <p>The principal will monitor the credentials of instructors at the beginning of each academic year. A list of regular classroom teachers and/or guidance counselor with AIG certification will be kept annually.</p> |

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| <p>To elicit feedback from our stakeholders regarding the implementation and effectiveness of the Catamount School's AIG program the following steps will be taken:</p> <ul style="list-style-type: none"> <li>• Have students complete a survey about lessons, topics, enrichment opportunities, and guidance activities. except in the case of graduation.</li> <li>• Distribute an online stakeholder survey.</li> </ul> <p>The lab school will allot funds for needs that should be addressed.</p>                                                                                               |
| <p><b>* Practice B</b><br/>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.</p> <p>Will mid-year and annually review student progress and program fidelity in accordance with state requirements and legislation.</p>                                                                                                                                                                                                                                    |
| <p><b>* Practice C</b><br/>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.</p> <p>Leadership team will allocate needed funding to ensure program success.</p>                                                                                                                                                                                                                                                                                                                  |
| <p><b>* Practice D</b><br/>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.</p> <p>All student data including trends over time will be analyzed on a monthly basis through the MTSS meetings. Data will include standards based grades, progress monitoring (if applicable) universal testing data, teacher input and work samples as well as NC standard testing data.</p> |
| <p><b>* Practice E</b><br/>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.</p> <p>All student data will be analyzed monthly in MTSS meetings including data that could indicate eligibility for the gifted program.</p>                                        |
| <p><b>* Practice F</b><br/>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.</p> <p>School leadership will maintain professional development records and schedule needed updates for all staff.</p>                                                                                                                                                                                                                                                                        |
| <p><b>* Practice G</b><br/>Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of</p>                                                                                                                                                                                                                                                                                                                                                                                                       |

the local AIG program to support continuous program improvement.

School leadership will facilitate surveys and regular communication with all stakeholders in order to review program offerings and student success.

**\* Practice H**

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

AIG plan will be published on all school communication sources including school website. All school staff, parents and stakeholders will have access to plan.

**\* Practice I**

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.

Policies and procedures that govern referral and reevaluation process will be available for all school employees and parents. Information regarding a concern or grievance procedures will be available for all. School will maintain regular communication with families as well as information regarding their students AIG services and plan.

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**\* Ideas for Strengthening the Standard**

The school staff will include regular information on project based learning for all students. Teachers will receive training on effective project based learning in order to maximize student growth at all levels.

**Planned Sources of Evidence**

\* Communication pieces

\* Professional development certificates

\* forms and guides for AIG identification and eligibility.

**Documents**

Document Template

N/A

Document/Link

AIG Standard 6 Additional Resources

**Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

07/15/2025 

AIG Related Documents

Catamount School (50Z) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

| Required Documents                                                           |                                            |                                                                                                                               |
|------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Type                                                                         | Document Template                          | Document/Link                                                                                                                 |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] | Local Board of Education Approval Template |  <a href="#">AIG Plan board of education</a> |
| Optional Documents                                                           |                                            |                                                                                                                               |
| Type                                                                         | Document Template                          | Document/Link                                                                                                                 |
| 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                                        |                                                                                                                               |

| Phrase     |  |
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| Definition |  |