

Mission/Vision Statement and Funding

Washington County Schools (940) 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. 115C-150.5).

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)

Washington County Schools is committed to meeting the educational needs of all students, including students who perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields from all cultural groups, across all economic strata, and in all areas of human endeavor. Our district-wide Academically or Intellectually Gifted Education Program will provide appropriate, differentiated instruction and learning experiences for AIG learners in grades K - 12 to enable them to reach their maximum potential.

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

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

6. To ensure the AIG Program accountability by using ongoing assessments for fidelity and continuous improvement purposes.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 57,782.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

Develops 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.

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

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

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

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

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

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

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

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

Quantitative evidence for identification will include the following sources: Nationally Normed Assessments; State Based Assessments; School Based Assessments; Class Performance; and other assessments. Qualitative evidence for identification will include these sources: Student Input/Survey; Family Input/Survey; Teacher Input/Survey; Student Portfolio/Work Artifacts; Interview and other information. The process of screening and referral is available in all grade levels (K-12), for WCS students. To promote fairness and equity for all student populations, WCS will provide a universal aptitude testing opportunity for all fourth and six grade students enrolled in the Washington County School district during the Fall Semester. The administration of the Cognitive Abilities Test or Nagerali, will help establish an initial screening pool of students that may need gifted, exceptional needs or other types of services and/or additional evaluation. Additional evaluation may include standardized achievement tests (End of Grade/Course), and/or performance tasks. Parents/guardians will receive communication from the school regarding additional evaluation measures, as appropriate for their child. Outside of the third grade universal testing a consent to test form will be required. Parents/guardians will also receive a letter explaining the purpose of the CogAT or Nagerali and student results. The CogAT and Nagerali contain specific scores for Verbal, Quantitative and Nonverbal skills which allow students to show strengths in a variety of areas. Based on student screening data and referrals for screening, the CogAT and Nagerali are readily available throughout the year upon request. The district AIG Coordinator is responsible for ordering all CogAT and Nagerali materials for K-12 testing purposes, as well as providing scoring results. District AIG funds are used to cover AIG testing materials. Students in grades K-12 may be referred for CogAT or Nagerali testing at any grade level to assist with the screening and identification process. A signed Consent to Test permission form will be required prior to testing. Student referrals, at any grade level, may be made by completing a referral form and turned in to the school's AIG School Leads. Referrals may be made by school personnel, and parents/guardians with documentation of high achievement potential. Referral forms are available through each schools' AIG School Leads, District AIG Coordinator, and online. Students will be able to take our Universal Screener at this time. Parents of referred students will receive a notification of the screening referral and informed of the nurture and AIG identification process. Students in grades K-12 may be referred once per year. They may be re-tested after a calendar year has elapsed. If a student does not meet AIG eligibility they will be considered for nurture services. The AIG committee will review students in grades K-12 who may be eligible for services of AIG or nurture prior to evaluation and placement. The screening process will look at report card grades, benchmark scores, and EOC/EOG scores of 80% or higher for all students K-12 for potential referrals. Screening data will include classroom information provided by the general education teacher which supports the student's strengths and weaknesses in academics, motivation, social emotional, behavioral, current achievement and available aptitude tests, student work samples, and other applicable information. The AIG School Leads will obtain parent permission in order to collect any additional data, such as testing, that is required to determine eligibility as well as present the data to the eligibility determination committee. Transfer students formally identified as gifted in any one of the five identification areas will be accepted into the Washington County Schools AIG program once proper supporting documentation has been received and reviewed. All available data will be used to determine current service options.	* Practice B Establishes a process and criteria for AIG student identification at all grade levels, 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. Washington County Schools (WCS) believes in consistency and simplicity to support all stakeholders so they will know, understand, and be able to follow the AIG student identification process. To simplify the process and clearly share criteria for AIG student identification at all grade levels, WCS will use the district's DEP Referral Form. Screening information will be recorded on the template along with important dates, such as Nomination Date, Initial Placement Committee meeting date, Initial Review of Differentiated Education Plan (IDEP) or Individual Differentiated Education Plan (IDEP), Beginning of Services and Annual Review of IDEP/IDEP. This template will allow staff members to view evidence of identification throughout the school year. If an AIG identified student
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transfers to another school district in North Carolina, all of this information will be in the student's electronic student files. AIG information will also be placed in the student's cumulative school files. A sample copy of the AIG student identification template (form) and WCS criteria for AIG identification and placement chart will be posted on the district's website for public viewing. It is important to note that using multiple criteria during the identification process will help determine the student's strengths and weaknesses and contributes to a comprehensive learner profile. WCS will use nationally normed assessments, such as the CogAT/Nagerali, to measure general problem solving abilities and to assess intellectual ability. Assessment results provide comparison of others the same age or in the same grade nationally, state, and locally. State based assessments and school based assessments will serve as achievement assessments that have been developed to measure specific school-based content taught at the student's current grade level. Families may request private testing through a licensed psychologist. Parents/guardians who elect to pursue evaluation through services of a private source do so at their own expense.

Private

reports sharing results will be considered during the screening process. The reports submitted will be filed in the student's cumulative school file. The first step of AIG identification begins with an awareness of the importance of knowing how to screen and refer a student for testing in order to be identified to receive AIG services or be listed in the Talent Development pool as potential AIG students. A goal of WCS is to advocate to identify and serve AIG students and potential AIG students in grades K-12. To assist with this awareness process, staff training will be required at the beginning of the school year. AIG training for parents/guardians and the general public will be presented at the annual Title I meeting for all Title I schools at the beginning of each school year. The high school will incorporate AIG screening, referral information and AIG services during student orientation and scheduling opportunities.

Criteria for AIG Identification and Placement in grades K-12 based on definition of various categories of giftedness and aligned to the five areas of identification recognized by the North Carolina Department of Public Instruction include the following pathways:

Pathway 1 - Academically and Intellectually Gifted (AI) – must meet aptitude and 5 other identification criteria to qualify.

- Aptitude test score is at or above 80% (CogAT/Nagerali assessment administration –based on screening process)
- Standardized Reading and/or Math achievement test score is at or above 80%
- School Based Reading and/or Math performance (mClass and iReady) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 2 - Academically Gifted (AG) - must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali)
- Standardized Reading and Math achievement test score is at or above 80%
- School Based Reading and Math performance (mClass and iReady) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys

- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 3 - Academically Gifted in Math (AM) - must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Math)
- Standardized Math achievement test score is at or above 80% (Level 4 or 5)
- School Based Math performance (iReady) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 4 – Academically Gifted in Reading (AR) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Reading)
- Standardized Reading achievement test score is at or above 80% (Level 4 or 5)
- School Based Reading performance (mClass) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 5 – Intellectually Gifted (IG) – must meet aptitude requirement and 2 others

- Aptitude test score is at or above 80%
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifact and student work samples

- Student Interview (AIG Lead, School Counselor)
- Student Interest (Student Interest Inventory Assessment)

Grades 3 -8 Quantitative and qualitative criteria to be identified for AIG primary services:

Pathway 1 – Academically and Intellectually Gifted (AI) – must meet aptitude and 5 other identification criteria to qualify.

- CogAT/Nagerali score is at or above 80% AND Reading and/or Math End of Grade is at or above 80%
- Standardized Reading and/or Math achievement test score is at or above 80%
- School Based Reading and/or Math performance (mClass and iReady) Above Grade Level
- Student Performance in class (Report Card Grades, Principal's List, Honor Roll)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interviews as needed (AIG Lead, School Counselor)

Pathway 2 – Academically Gifted (AG) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali)
- Reading and Math End of Grade score is at or above 80% OR Reading and Math End of Grade score is at a Level 4 on both performance assessments
- School Based Reading and/or Math performance (mClass and iReady) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 3 – Academically Gifted in Math (AM) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Math)
- Math End of Grade score is at or above 80% OR Math End of Grade score is a Level 4 on a performance assessment
- School Based Math performance (iReady) Above Grade Level

- Student Performance in class (Report Card Grades)

- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 4 – Academically Gifted in Reading (AR) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Verbal)
- Reading End of Grade score is at or above 80% OR Reading End of Grade score is a Level 4 on a performance assessment
- School Based Reading performance (mClass) Above Grade Level
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 5 – Intellectually Gifted (IG) - must meet aptitude requirement and 2 others

- CogAT/Nagerali score is at or above 80% (any battery)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifact and student work samples
- Student Interview (AIG Lead, School Counselor)
- Student Interest (Student Interest Inventory Assessment)

Grades 9 -12 Quantitative and qualitative criteria to be identified for AIG primary services:

Pathway 1 – Academically and Intellectually Gifted (AI) – must meet aptitude and 5 others

- CogAT/Nagerali score is at or above 80%
- SAT, PSAT is at or above 80% or ACT score of at least 19
- Standardized Reading and/or Math achievement test score is at or above 80% (level 4 or 5)

- School Based Reading and/or Math performance (AP, Honor or College Classes)
- Student Performance in class (Report Card Grades, Principal's List, Honor Roll)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 2 – Academically Gifted (AG) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali)
- Reading and Math End of Course score is at or above 80% OR Reading and Math End of Course score is at a Level 4 on both performance assessments
- School Based Reading and/or Math performance (AP, Honors or College Classes)
- Student Performance in class (Report Card Grades)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 3 - Academically Gifted in Math (AM) - must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Math)
- Math End of Course score is a Level 4/5 on a performance assessment
- School Based Math performance (AP, Honors, and/or College Classes)
- Student Performance in class (Report Card Grades, Principal's List or Honor Roll)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 4 – Academically Gifted in Reading (AR) – must meet 5 out of 7

- Aptitude (80 percentile or higher - CogAT/Nagerali - Math)
- Reading End of Course score is a Level 4/5 on a performance assessment
- School Based Reading performance (AP, Honors or College Classes)
- Student Performance in class (Report Card Grades, Principal's List or Honor Roll)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifacts and student work samples
- Student Interview (AIG Lead, School Counselor)

Pathway 5 – Intellectually Gifted (IG) – must meet aptitude and 2 others

- CogAT/Nagerali score is at or above 80% (any battery)
- Observable student behavior based on parent and teacher input and surveys
- Student Portfolio/Work Artifact and student work samples
- Student Interview (AIG Lead, School Counselor)
- Student Interest (Student Interest Inventory Assessment)

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

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

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

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*** 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.

Washington County Schools has two eligible Title I schools within the district with 100% of students receiving free lunch through the Community Eligibility Program. The K-13 student make-up is mainly African American (78%); Hispanic (8%); White (7%); and Others (5%). Currently, 15% of the student body is identified in the Exceptional Children's Program. WCS is extremely committed to providing fair and equitable service to all students. As a goal, WCS strives to reach the under-represented populations in the AIG program and have initiated a program to help recruit and serve potential gifted learners. The program is referred to as The Talent Development pool of students. Special criteria has been set and is clearly stated within the plan to help staff members better identify and serve a larger percentage of students. As deemed appropriate, the district AIG Coordinator will annually share demographic data based on the AIG Fall and Spring Headcount populated in Infinite Campus to inform and advise school personnel and other interested stakeholders in the importance of screening, referring, identifying and serving underrepresented populations of the gifted. Professional development is provided to administrators at district principals' meetings, director's meetings, central office support services staff and K-12th grade teachers receive training on designated professional staff training days. It is a goal to expand this training to parents, guardians and community stakeholders. AIG funds are used to pay for North Carolina Association of Gifted and Talented (NCAGT) membership dues annually for the district. As members of NCAGT, we will receive a quarterly newsletter that often addresses misperceptions about various sub-groups. WCS provides financial assistance for teachers to attend the NCAGT Conference as funds are available, where teachers can hear first-hand expert presenters discuss current issues and trends that relate to underrepresented gifted students. To promote an effective identification process for all students, WCS will pay the tuition for staff members to add-on AIG licensure using AIG funds or Title II funds as funds are available. WCS also will have in house PD for staff members to complete through a combination of Google Classroom and face to face meetings and then they can take the PRAXIS. As funds are available WCS will pay for them to take the PRAXIS one time. The dedication and knowledge gained by teachers taking AIG classes has proven to be very beneficial in identifying underrepresented gifted students.

Currently, WCS has a total of 58 identified AIG students, which contributes to a 5.85% of the total student enrollment. WCS has set a priority to establish reasonable and multiple criteria that will help identify AIG students and potential AIG students. A strong emphasis will be to study the AIG demographic report to ensure all students have equitable and equal opportunity to be identified and receive appropriate services. The district will continue to compare and contrast the AIG list of students from each school with the schools' Principal's List and Honor Roll to assist with the fidelity of proper identification in all five identification areas.

In WCS, K-13 student AIG population compared to demographic percentages are listed below:

Demographic	Total % K-13 - 991 students	AIG K-13 - 58 students	% AIG K-13 Students based on Total Population
African American	78.3%	67.24%	<5%
Hispanic	8.27%	15%	<5%
White	7.66%	18%	<5%
Other	5.75%	5.17%	<5%

ML	<5%	<5%	<5%
EC	15%	<5%	<5%
Males	51.36%	50%	<5%
Females	49.64%	50%	<5%

The AIG Coordinator, AIG School Leads, Title I Director, Exceptional Children's Director, Social Worker and English Language Learners will monitor and analyze sub group data to develop strategies that will benefit the AIG identified student and potential AIG student listed in the Talent Development list at each school. We will look at the top ten percent of students in each subgroup and add them as potential AIG students listed in the Talent Development list as an additional data point.

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

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

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

Using multiple criteria based on local norms and a variety of measures, both quantitative and qualitative in the screening process helps to validate that WCS is sensitive to seeking out students from all demographics. Upon request and based on the student's IEP, special tests will be provided to meet the modification requirements for Exceptional Children's services. For example, large print materials and individual settings are currently being implemented to accommodate special needs. Recommendation to use an alternate assessment and providing the assessment in the student's native language are additional strategies that may be used to assist with the AIG screening process.

Percent Ethnicity Identified as AIG							
	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female		<5%					
Male		<5%					

Total <5% --- --- --- --- ---	Percent of Total AIG Students Identified as Dual Exceptionality ---
* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA.	WCS will implement new AIG criteria guidelines in the 2025-2028 AIG Plan. There will be a great deal of training and professional development opportunities to ensure consistency in the delivery of the screening, referral and identification process. The AIG Coordinator will work closely with the school site AIG School Leads to ensure processes are consistently utilized throughout the district. To ensure consistency in AIG screening, referral and identification, WCS will utilize the Infinite Campus identification template to drive the program. All staff members and administrators must become familiar with the identification form to better understand the process of using quantitative and qualitative evidence to support fair and equitable decisions. The district AIG Coordinator and/or site AIG School Leads will provide an overview of the AIG plan annually during a staff meeting at the beginning of the school year. A strong emphasis will be shared on the use of the identification form to help with consistency and simplicity. The district AIG Coordinator is responsible for filling out the electronic form to enter newly identified students into Infinite Campus, once the information from the school has been shared. The district's criteria for 2025-2028 is embedded into the AIG Plan which is closely aligned with the layout of the identification form. Once information has been entered, this form will be shared with teachers, parents and students to clearly show testing results and other pertinent data to support the criteria stated in the AIG Plan. It is important to communicate to all stakeholders that criteria and identification areas have been updated to address the North Carolina Department of Public Instruction AIG six standards and forty-three practices. For record keeping purposes, AIG data will be kept in Infinite Campus as well as hard-copy files. Files are maintained at each school site under the supervision of the AIG School Leads. To assist with the transition from grade to grade or from one school to another, the AIG Coordinator audits all AIG files annually to check for evidence that supports the Screening and Identification completed form for each AIG identified student, potential AIG student, and referred students. The AIG Coordinator will provide an AIG Fall and Spring Headcount listing all identified students at each school for all Principals and AIG School Leads to review and approve. Due to the constant transferring of students in and out of the district, the headcount is a very important tool to review and maintain. Data managers at each school site assist with the updating Infinite Campus data. The AIG Coordinator and district Infinite Campus Coordinator are responsible for approving the data at the district level. The AIG Coordinator serves as the case manager for CogAT/Nagerali testing and scoring.
* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.	Information regarding screening, referral and identification processes are shared in a variety of formats and at various times throughout the school year to maximize the outreach to all stakeholders. Information can also be found on the district's website and in the AIG Handbook and brochure.

Throughout the year and in order to reach as many stakeholders as possible, WCS will use a variety of communication tools and formats to share screening, referral and identification processes. An AIG website will be set up annually to serve as the host for all AIG digital information. The information will have a link to the approved 2025-2028 AIG Plan, AIG Parent Handbook, list of AIG certified teachers, link to NCDPI Advanced Learning site, AIG add-on licensure requirements, list of AIG Advisory Board members, and most importantly a copy of the WCS Referral form. The AIG Coordinator will post upcoming meetings and events relevant to AIG stakeholders. The district website will also be used as

a method to help educate and inform parents and families, as well as staff members about the AIG Identification Areas, Multiple Criteria for Screening purposes with detailed information and an AIG Glossary for guidance. Being a Title I school district, it is important to also share printed information to students, staff, parents and families. An AIG brochure will be available in English and Spanish to showcase the program as well as share screening, referral and identification processes. The AIG School Leads at each school will be responsible for disseminating the AIG brochures and setting up a school's AIG website. Brochures will be available at all schools, district office, Open House event, Title I beginning of the year annual meeting, Community Night Meetings, AIG Advisory Board Meetings, School Board Meetings, Kindergarten Registration, and Counselor's office..

A copy of the brochure and Parent Handbook will be provided to each parent/guardian at the scheduled DEP/IDEP beginning of the year meetings.

Principals at each school will also share AIG information at Parent/Family Meetings and Events. Staff meetings will be set up to introduce the 2025-2028 AIG Plan and criteria for screening, making referrals, and identifying AIG students and potential AIG students. Classroom teachers, AIG School Leads and AIG Coordinator will communicate by email, Remind 101, and a face-to-face arranged meeting with parents/families to address individual needs or concerns. WCS, along with the AIG Advisory Board, believes in being proactive and recognizes the need for strong communication to address concerns of all school personnel, parents/families, students and the community-at-large regarding AIG screening, referral, and identification process.

*** Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

WCS will enforce that the AIG identification process from screening, referral, to serving be documented using Infinite Campus and student files. All identified AIG students will have an AIG folder that contains documentation which has led from screening, referral to identification in one of the five identification areas. A list of potential AIG students based on the Talent Development criteria will also be kept on file at the school in which the child is enrolled. AIG files are kept at the school sites under the supervision of the AIG School Leads. These files may be stored with the child's cumulative folders and available for viewing as needed by the classroom teacher and/or school personnel. Once the process begins to identify a student, documentation must be available for support and evidence. Once testing is completed and scoring results have been analyzed, the teacher, AIG School Leads and principal/principal designee will call a meeting with parents/guardian to review all results from testing. The next step will be to check off the criteria met on the screening/identification form to validate that the student has met the requirements to be identified. The AIG School Leads and AIG Coordinator will confirm the AIG identification area for the student based on information presented in the plan. Parents will be contacted by a written letter of the outcome. If a child does not meet the local AIG requirements the child's name will be put on the Talent Development list as a potential AIG student. If the child meets the AIG criteria measurements, the AIG School Leads along with the support from the child's teacher will set up a Differentiated Education Plan (DEP) meeting. At this meeting, the parents/guardian will view the child's documentation and sign the WCS DEP to start receiving services. Parents/guardians will receive a copy of the documentation presented along with a copy of the newly developed DEP. The school staff will maintain original copies of relevant information and the child's Identification Form and Differentiated Education Plan. The AIG file will become a part of the child's school records.

Once the child has been identified, the AIG School Leads will enter the child's information into Infinite Campus and label appropriately. All relevant information to support the decision is put in Infinite Campus, which includes identification evidence and primary differentiated services for the identified child. Each team

member developing and contributing to the DEP must sign and date the form. Team members may include site AIG School Leads, AIG Coordinator, teachers, parents/guardians, student and other personnel as deemed necessary. For example, the Exceptional Children's teacher, EC Director, ML Teacher, or ML Coordinator may assist with a dual exceptional identified student. Infinite Campus data serves as a permanent digital record of AIG documentation which travels with the child as they transfer between schools or districts within the state.	* 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.	State policies mandate a DEP or IDEP be maintained for every identified AIG student and reviewed annually. As a result, WCS will use the WCS DEP form along with the information that is entered into Infinite Campus. This tool serves as an excellent method to ensure documentation is passed on if a student transfers to another school in NC. Also, the information is easily accessible for staff members to view to provide a continuum of services. It is recommended WCS develop DEPs for all AIG students prior to the beginning of a new school year in order to fully implement services at the beginning of the school year. These DEPs are written to meet the needs of the individual student. Records of yearly DEPs will be maintained by the on-site AIG School Leads. The district's AIG Coordinator will monitor these files annually to ensure proper evidence and services have been established. DEPs may be reevaluated as needed based on student's performance and progress. The DEP is an on-going guide listing primary delivery services that the AIG student is entitled to receive. A list of potential AIG students is on file with the site AIG School Leads. This list is shared with teachers to ensure these students are getting additional services. DEPs are not required for Talent Development students. An Individual Education Plan (IEPs) may be needed to address needs of Intellectually Gifted students or for students who may need modifications or specific accommodations not included on the regular DEP. The IDEP does not replace the DEP but is instead a support to ensure the student's unique needs are being met. For example, students who are grade or subject advanced, admitted early to kindergarten, or twice-exceptional students may require an IDEP to be developed to address special circumstances not covered by the DEP.	* Ideas for Strengthening the Standard Advocate and educate all stakeholders to ensure students in WCS have the opportunity to be screened and/or referred in order to be identified as an AIG student, so that they may be challenged and receive differentiated services as needed and required by state policy N.C.G. S. & 115C-150.5. Academically or Intellectually Gifted students. As the old saying goes: No one rises to low expectations. Based on strong recommendations by teachers and advisory board members, WCS will consider using 85% and above instead of 80% and above as baseline aptitude and achievement criteria. The newly installed Talent Development Program, which is basically a list of names of potential AIG students will consider using 75% to 79% for aptitude and achievement as their criteria baseline. These students will be afforded many opportunities, but will not be required to have a DEP. Continue to work in conjunction with stakeholders to ensure all understand and follow the screening and referral guidelines and criteria stated in the 2025-2028 approved WCS AIG Plan. This will be done by increasing professional development, presenting at parent/family nights, Principals' meetings and AIG Advisory Board meetings bi-annually. To improve documentation requirements, WCS will use the Infinite Campus electronic AIG form for screening and referrals. This form will serve as a guide for consistency and simplicity to ensure both quantitative and qualitative data is used to develop a comprehensive learner profile.
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Planned Sources of Evidence

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

Documents

Document/Link

Document Template

AIG Standard 1 Additional Resources

N/A

Standard 2: Comprehensive Programming within a Total School Community	
Washington County Schools (940) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	Standard 2: Comprehensive Programming within a Total School Community <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> * Practice A 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. Washington County Schools (WCS) uses a systematic method to ensure all aspects of student development (academic, intellectual, social, and emotional needs) are addressed within each grade level, classroom environment, and setting for student's AIG identification. To drive this method, WCS will require all schools (K-12) to use the WCS DEP form to record primary services. The AIG program primary services include, but not limited to: consultation in regular education, cluster grouping with AIG experienced teacher, resource support with AIG specialist, advanced content/coursework, separate school with advanced programming, subject-acceleration, whole-group acceleration, individualized plan, and other program services needed to meet the needs of the student's AIG identification. Primary service options are discussed during initial placement meetings by the AIG School Leads/District Coordinator, teacher, and relevant stakeholders. School personnel are responsible for checking the appropriate service options and defining specifically how each will be met. This form basically serves as the student's Differentiated Education Plan (DEP) which serves as a guide for meeting the needs of the individual AIG student. It is crucial that the DEP team (including school personnel, parents/guardian, and student) address services and offerings in the DEP comment boxes that focus on the student's academic services, interests, special talents, and strengths. The DEP is a very important document and must be updated annually, or as needed. School personnel will be able to access the information electronically by going to Infinite Campus and will receive a paper copy to be reminded of the plan and services. It is the goal of WCS to provide primary services and opportunities in each grade span (K-12), identification area, and setting to inspire and instill growth for the development of the whole child. In order to follow the state motto – "AIG All Day – Every Day", and to ensure student's needs are being met, appropriate school personnel staff will be given a list of AIG students and their AIG identification area annually and when updated. AIG should not be an isolated program. All school personnel are encouraged to provide services and support AIG students and potential AIG students directly and/or indirectly. The AIG School Leads, AIG Coordinator, and Administration will work with all stakeholders to provide a continuum of enrichment, extension and acceleration services, such as competitions, camps, coaching, consulting, resource development materials, content challenges and professional development to analyze student growth. Services and Opportunities for Grades K-5 can include, but not limited to: Academically and Intellectually Gifted (AI) ▪ Consultation in Regular Education-(Differentiation services within any classroom may include curriculum compacting, flexible grouping, literacy circles, intervention and enrichment blocks to include technology, games, books, independent and group projects, and learning stations). ▪ Cluster Grouping with AIG Experienced Teacher or teacher that will be supported by the AIG Coordinator/School AIG School Leads-(Research supports clustering groups of students with like abilities. WCS is in the process of ensuring each grade level has a certified AIG teacher, or in the process of

adding-on AIG licensure. To assist with this service the AIG School Leads and district AIG Coordinator will provide on-going mentoring services and professional development to the teacher).

- Resource Support with AIG Specialist
- Advanced Content/Coursework-(Students may receive different work and/or assignments)
- Subject-Acceleration-(Students will be placed in reading or math classes based on ability and assessments, not grade level. Teachers will work together to incorporate this service option for the benefit of the student.)
- Whole-Grade Acceleration-(Based on proper assessments and meeting requirements, students may skip a grade or be approved for Early Kindergarten Entrance (2G) and/or any grade promotion approved by the principal.)
- Individualized Plan-(This plan may address student maturity, behavior, family situations, and other individual needs that will need to be addressed to prevent roadblocks from learning).
- Other Program Services-(Develop services that may address student interests and special skills, such as leadership skills, creative thinking, problem solving, critical thinking, communication, collaboration, coding, programming, and other future ready skills. Incorporate science, social studies, music, art, physical education and dance projects, if applicable. Services may address special counseling services and services to assist with language barriers).

Services and Opportunities for Grades K-5 can include, but not limited to:

Academically Gifted in Reading (AR); Math (AM), or both (AG)

- Consultation in Regular Education-(Based on area of identification, differentiation services will be provided in reading or math or both to motivate and challenge the student. Higher level reading books will be available to meet the needs of the students. Enrichment tools will be used to challenge the student).
- Cluster Grouping with AIG Experienced Teacher-(Students will be placed with students of like abilities in their identified area(s) and taught by an AIG Experienced Teacher, if applicable).
- Resource Support with AIG Specialist
- Advanced Content/Coursework (Senate Bill 500 for making level 5 on math EOG grades 3-5)
- Subject Acceleration-(Reading/Math)
- Whole-Grade Acceleration-(Principal's approval)
- Individualized Plan (Address interests, special talents, and behavior and make referrals as needed)
- Other Program Services (For example: Battle of the Books, Math Competitions, and Community Field Experiences)

Services and Opportunities for Grades K-5 can include, but not limited to:

Intellectually Gifted (IG)

- Consultation in Regular Education-(Use learning stations and centers)

▪ Cluster Grouping with AIG Experienced Teacher-(Place with a teacher that has experience in this area)

- Resource Support with AIG Specialist
- Advanced Content/Coursework-(Provide assignments and projects that match interests and strengths)
- Subject Acceleration-(Reading or Math)
- Whole-Grade Acceleration-option
- Individualized Plan
- Other Program Services (Assignment of a Mentor or Buddy within school and community)

Services and Opportunities for Grades 6 - 8 can include, but not limited to:

Academically and Intellectually Gifted (AI)

- Consultation in Regular Education-Differentiation, tiered activities and assignments, flex grouping, using formative and informative data, increase complexity, rigor and challenges.
- Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement
- Resource Support with AIG Specialist, Increase rigor, provide challenging resources
- Advanced Class/Content/Coursework-Student data placement (Senate Bill 500 for making level 5 on math EOG grades 6-8)
- Subject Acceleration-Credit By Demonstrated Mastery (CDM)
- Whole-Grade Acceleration-Principal's approval
- Individualized Plan-Develop College and Career Ready Plan to align with interest and ability
- Other Program Services-Battle of the Books, Competitions, Technology Programs, Projects and Investigations, Socratic Seminars

Services and Opportunities for Grades 6 – 8 can include, but not limited to:

Academically Gifted in Reading (AR); Math (AM), or both (AG)

- Consultation in Regular Education-Differentiation, tiered activities and assignments, flex grouping, using formative and informative data, increase complexity, rigor and challenges.
- Cluster Grouping with AIG Experienced Teacher-Use student achievement data to schedule placement
- Resource Support with AIG Specialist
- Advanced Content/Coursework-Tiered assignments and activities, varied texts and materials, seminars
- Separate School with Advanced Programming-Online programs, if applicable

- Subject Acceleration-Subject Compacting
- Whole-Grade Acceleration-Principal's approval
- Individualized Plan-Develop College and Career Ready Plan to align with interest and ability
- Other Program Services-Competitions, Battle of the Books, hybrid classes, curriculum compacting

Services and Opportunities for Grades 6-8 can include, but not limited to:

Intellectually Gifted (IG)

- Consultation in Regular Education-Differentiation, varied tests and materials
- Cluster Grouping with AIG Experienced Teacher-flex group; interest group
- Resource Support with AIG Specialist
- Advanced Content/Coursework-Based on interest and special talents, online courses optional
- Subject Acceleration-Tier Assignments
- Whole-Grade Acceleration-Principal's approval
- Individualized Plan-College and Career Ready plan to match interest and ability.

Services and Opportunities for Grades 9 – 12 can include, but not limited to:

Academically and Intellectually Gifted (AI)

- Consultation in Regular Education-Differentiation, Curriculum Compacting, Increase Complexity
- Cluster Grouping with AIG Experienced Teacher-Flex grouping, curriculum compacting
- Resource Support with AIG Specialist
- Advanced Content/Coursework-Online classes with Beaufort Community College, Honors, AP classes, STEM
- Separate School with Advanced Programming-Community College, Early College, Virtual Public Schools
- Subject Acceleration-Credit by Demonstrated Mastery, AP Classes, Honors
- Whole-Grade Acceleration- Principal's approval
- Individualized Plan- Advanced placement, Early College, College and Career Ready Plan

- Other Program Services-Clubs, Leadership Conferences, Job Shadowing, Apprenticeships, etc.

Services and Opportunities for Grades 9 – 12 can include, but not limited to:

Academically Gifted in Reading (AR), Math (AM), or both (AG)

- Consultation in Regular Education-Differentiation, Curriculum Compacting, Increase Complexity
- Cluster Grouping with AIG Experienced Teacher-Flex grouping, curriculum compacting
- Resource Support with AIG Specialist
- Advanced Content/Coursework-Online or in-person classes with Beaufort Community College, Honors/AP math and ELA courses
- Separate School with Advanced Programming- Early College, Beaufort Community College classes
- Subject Acceleration-Credit By Demonstrated Mastery, AP Classes, Honors
- Whole-Grade Acceleration-Principal's approval
- Individualized Plan-College and Career Plan, CTE Classes,
- Other Program Services-Clubs, Leadership Conferences, Job Shadowing, clubs, extracurricular, etc.

Services and Opportunities for Grades 9 – 12 can include, but not limited to:

Intellectually Gifted (IG)

- Consultation in Regular Education-Differentiation based on interest and aptitude
- Cluster Grouping with AIG Experienced Teacher-Meeting with counselor and social workers
- Resource Support with AIG Specialist
- Advanced Content/Coursework-Based on interests, Online or in-person classes with Beaufort Community College, Honors/AP courses
- Separate School with Advanced Programming-Early College, community college, if applicable
- Subject Acceleration-Credit By Demonstrated Mastery
- Whole-Grade Acceleration-Principal's approval
- Individualized Plan-Develop an aligned College and Career Ready Plan
- Other Program Services- Job Shadowing, assignment of a mentor in the student's area of interest, extracurricular and clubs, etc.

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

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* 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.

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

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

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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.

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

*** Practice D**

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

Washington County Schools will continue to use grouping practices to facilitate the achievement and growth of AIG students and other students with advanced learning needs. The main procedure of grouping practices for grades K–5 will be cluster grouping. WCS defines cluster grouping in grades K-8 as placing small groups of 4-5 AIG students together in a classroom and, when possible, assigning the cluster to a teacher with AIG licensure or experience working with gifted students. The cluster grouping allows advanced students to benefit from working with peers or a similar intellectual and academic ability. School level personnel will analyze all available data to form intentional cluster grouping for core instruction. Compacting will also be considered for students who show achievement above their grade level. For example, this allows a 7th grade student who does well in reading to attend an 8th grade class for reading but will be in their grade level for all other subjects. Grouping also takes place according to interests and passions. Research topics based on interests allow students to work with other students, teachers, and/or community members with the same interests.

Examples of data for elementary level (grades K-5): iReady, Mclass, Lexile Levels, Beginning of Grade testing (BOG), Read to Achieve (RtA), End of Grade (EOG) data, NC Check-In data, aptitude testing results, and other formal or informal assessment tools.

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

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

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

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

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

WCS has implemented N.C. Senate Bill 500 requiring all students with a level 5 on the mathematics end-of-grade assessment in grades 3-8 to be placed in advanced mathematics through the compacted math program. Compacted math allows students in grades 6-8 to complete four years of math in three school years. The purpose of this law is to ensure students of advanced academic ability in math are challenged regardless of whether they are AIG identified or not. Students who qualify for compacted math but are not AIG identified will be placed in the Talent Development pool for screening purposes.

An additional best practice of grouping is to develop a pool of students that are not formally identified as gifted but have demonstrated a need for extension and/or enrichment of the regular curriculum provided in the classroom. Students that meet the Talent Development criteria in grades K-12 are not formally identified and will not need a Differentiated Education Plan or an AIG record created in Infinite Campus. No parent/guardian meeting is required, but parents/guardians will be informed of the potential AIG status. The AIG School Leads and teachers shall closely monitor the student's progress and provide growth opportunities.	* Practice E Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.	Washington County Schools is committed to informing all teachers, school administrators and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. In order to train and provide up-to-date practices and procedures, WCS staff members will attend local, regional, state, and national conferences and meetings to learn the most recent differentiation strategies, resources, policies and best practice procedures. WCS will support teachers to obtain AIG add-on licensure so that they may better serve as advocates for the AIG program as funds are available. The AIG Coordinator along with qualified staff members will reach out to assist and teach fellow co-workers about the importance of differentiation and provide suggestions and ideas on differentiation methods. A special support system will be set up to assist beginning teachers, current lateral entry teachers and Visiting International Teachers (VIF). Training will take place at professional development training sessions, Professional Learning Communities (PLC), staff meetings, and Teacher Talk sessions for beginning teachers. To assist with training, a PowerPoint presentation will be shared at training sessions to ensure all stakeholders are familiar with the AIG program and services. This PowerPoint will be posted on the district's website. A link to frequently asked questions (FAQ) will be posted on the AIG website. A flowchart showing the AIG identification process will be posted on the AIG website and printed in the AIG brochure. A handbook with an overview of key information will be provided to AIG School Leads, Principals, Chief Academic Officer, and others upon request. A copy of the Differentiated Education Plan that clearly outlines the screening and identification criteria and service delivery options will also be posted on the website. The AIG Plan will be placed on the district's website once the local school board approves. All school personnel will receive written notification from the Superintendent and AIG Coordinator to read and study the 2025-2028 AIG Plan. Once Board approved, the AIG Plan will become policy and shall be followed and implemented as presented. In writing the AIG Plan, many preparations took place, including surveys, advisory board meetings, district meetings, to gather input, suggestions, and strategies that follow best practices relevant to gifted education.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. The site AIG School Leads meet with the AIG Coordinator on a regular basis to promote a seamless continuation of services from school to school, grade to grade, home to school, school to college, and students transferring in and out of the school district. Transition periods are very important and require strong communication, in order to transfer files successfully. The AIG Coordinator will assist with transferring paper files. Using the electronic AIG form in Infinite Campus will contribute to better communication of student information, criteria, and needs and will automatically transfer student data. At the beginning of the school year, all instructional staff will be required to attend an AIG 101 training session that shares a prepared PowerPoint on key components of the AIG Plan. This training will go over the basics of the AIG program and inform school personnel of where to find the AIG Plan, and other helpful tools. AIG School Leads and teachers will set up DEP meetings prior to school starting. AIG School Leads will communicate with regular classroom teachers at the beginning of each year to ensure teachers are aware of students who are AIG identified and their area of identification. Proper communication is extremely important to ensure
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appropriate differentiation is happening. AIG presentation will be a part of the required annual Title I meeting at the beginning of the school year. All schools sponsor a transition program between different schools. The AIG School Leads and Coordinator work with the EC and EL departments to ensure smooth transitions for twice exceptional students, as well.

*** Practice G**

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

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

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

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

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

1. Student Aptitude - The child shall be precocious in academic and social development and shall score a minimum score of 98th percentile on a standard individual test of intelligence such as the Stanford-Binet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test administered by a licensed psychologist.
2. Student Achievement - The child shall be functioning from two to three years beyond the child's peers. The child shall score a minimum score of 98th percentile on either reading or mathematics on a standard test of achievement such as the Metropolitan Readiness Test, the Stanford Early School Achievement Test, The Mini Battery of Achievement, the Woodcock-Johnson, the Test of Early Mathematics Ability (TEMA), the Test of Early Reading Ability (TERA), or any other comparable test administered by a licensed psychologist, a member of the psychologist's professional staff, or a professional educator who is trained in the use of the instrument and who has no conflict of interest in the outcome of the assessment.
3. Student Performance - The child shall be able to perform tasks well above age peers as evidenced by behaviors in one or more areas such as independent reading, problem solving skills, advanced vocabulary, and some writing fluency. The parent shall submit a sample of the child's work that shows outstanding examples of ability in any area including, but not limited to, art, mathematics, writing, dramatic play, creative productions, science, or social interactions. The principal may also require a teacher to complete an informal assessment of the child.

4. Observable Student Behavior/Student Interest – The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The child shall be capable of following verbal instructions and functioning independently with a group. The

parent shall provide two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists can include the Harrison Scale, or any other comparable scale of early social development.

5. Motivation/Student Interest – The principal or principal's designee shall conduct an informal interview with the child and a more structured interview with the parent to determine if the child displays a thirst for knowledge and seeks new and challenging learning situations.

a. The parent shall present the information required by this Rule to the principal within the first 30 calendar days of the school's instructional year. All testing shall be administered after the April 16th that follows the child's fourth birthday. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information. The principal may conditionally enroll the child for up to ninety days in order to observe whether the child is able to adjust to the school setting. If the principal determines that the child has not adjusted to the school setting, the principal shall deny the request for enrollment. However, before the child is exited from school, the principal shall invite the parent to assist in the development of intervention strategies for the child. If those strategies are not successful, the principal shall provide the parent at least 10 days' notice before exiting the child from school so the parent may arrange child care, if needed.

b. Local Educational Agencies (LEAs) may require parents to supply information in addition to that required by this Rule. LEAs may also require specific tests or other measures to provide information relating to the factors listed in Paragraph (a) of this Rule.

c. Early admission to kindergarten shall not automatically result in the placement of the child in the program for academically gifted students. By the time the child has been enrolled for 90 calendar days or at any earlier time that school officials determine that the child has adjusted satisfactorily and shall be allowed to remain in school, the gifted identification team shall review the child's information to determine if the child shall receive gifted services. If the team determines that the child shall receive gifted services, it shall develop either a differentiated education plan or an individual differentiated education plan for the child.

Grade or Subject Acceleration Process:

1. Parents and/or school personnel must present a request for acceleration in writing to the principal.

2. The AIG District Coordinator and/or AIG School School Leads will notify the school principal and the classroom teacher(s) of the written request for acceleration. The classroom teacher(s) will gather work samples that demonstrate work 2 years above grade level. The AIG District Coordinator and/or AIG

School School Leads will collaborate with classroom teacher(s) to determine how long work samples will be collected. A team will meet to discuss the compiled data and work samples to decide the outcome.

3.The AIG District Coordinator and/or AIG School School Leads and team will meet with parents/guardians to explain the decision of the team. If reviewing data and work samples for subject acceleration, the meeting may include the current subject teacher and if possible the potential receiving teacher. The team may recommend the student complete the Iowa Acceleration Assessment for further documentation, especially if considering grade acceleration. Parent/guardian permission is required to test. The AIG Coordinator, trained staff personnel, or school psychologist will complete the required testing.

4.When testing is finished, the team will reconvene to complete the remainder of the Iowa Acceleration Form. The parents/guardian, an administrator, the current teacher(s), the potential receiving teacher(s), and AIG School Leads should be included in the meeting. The student should score a minimum of 60 points on the Iowa Acceleration Scale to be recommended for Grade acceleration. If acceleration is recommended, an Individual Differentiation Education Plan (IDEP) will be developed to best meet the needs of the student. The plan should serve as a guide for transitional purposes including a timeline. Review of performance should be on-going to ensure a smooth transition and student growth.

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

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

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

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

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

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

*** Practice H**

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

Washington County Schools provides an on-site AIG Lead at the elementary school that provides intentional attention to students entering Kindergarten with strong

academic skills, motivation and advanced opportunities. Parents are provided information on how to address these high skills, if they are not already aware. Parents are given a Parent's Rights Handbook and Early Admission to Kindergarten materials, upon request or may view information posted on the district's website. Teachers are made aware of the pre-screening assessment that is done prior to entering Kindergarten. Teachers in grades K-3 also use the K-3 formative assessment tool to get a better understanding of the students' skills and knowledge. Additional training of teachers will be provided to ensure that teachers address the importance of identifying and serving K-3 students. Teachers will be asked to focus on different skills and ways of thinking (i.e. analytical thinking, inventive thinking, and evaluative thinking) using the Primary Education Thinking Skills series. Other tools and strategies to aid in serving K-3 students to foster creativity, curiosity, and critical thinking may include, but not limited to:

- iReady
- AIMS Educational Practices
- Weekly lessons that are differentiated with the purpose of developing AIG and potential AIG students.
- Clubs focusing on various areas of content
- Book Clubs
- Field trips
- Guest speakers

Students in K-3 may be screened and referred for AIG identification in one of the five AIG identification areas as stated in the WCS AIG identification guidelines. If students do not meet the multi-criteria requirements, their name will be included in the Talent Development pool to be watched closely as they make academic growth. WCS provides CogAT/Nagerali testing upon request with strong evidence for students in grades K-3.

Special services that may be delivered for identified K-3 students and included in their DEP could include:

- Differentiation with the regular classroom
- cluster grouping with AIG certified or experienced teacher
- Resource Support with AIG Specialist
- Advanced Content/Coursework
- Subject Acceleration
- Whole-Grade Acceleration

▪ Individualized Plan Talent Development or students being screened for AIG may receive informal services as needed to enhance and challenge the young gifted learner. Teachers are encouraged to work together to provide unique services that meet the needs of the student. The AIG School Leads and/or AIG Coordinator will assist in ordering and providing appropriate learning resources for the high achiever, which may include higher level reading materials and math concepts. Enrichment and extension classes should be made available, such as summer camp or afterschool programs pending funding availability.	* Practice I 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. Washington County Schools has set up a Talent Development Program that will broaden access to advanced learning opportunities for underrepresented populations in gifted at all schools (K-12) which will allow for a larger number of students to receive enrichment and intervention services. The AIG School Leads and school personnel will develop lessons and units, clubs, competitions and community learning experiences that are intentionally planned to include representation of a variety of groups and individuals. The AIG School Leads at each school will provide a list of the Talent Development students to all teachers to ensure these students are getting services and being considered for testing or retesting. Core curriculum resources provided to all K-8 teachers include extension and enrichment activities that all teachers will be asked to implement to ensure all students have rigor and challenges to develop higher-order thinking skills and critical thinking. The Chief Academic Officer, along with other administrators, will observe teachers to monitor quality teaching for all students. Student data (K-12) and observation of common gifted characteristics for all students will be reviewed by the teacher each nine weeks. Teachers, AIG School Leads, and AIG Coordinator will review End of Grade, End of Course, Grade Point Averages, class ranking and historical grades to intentionally seek out students from underrepresented populations. A close study of the top ten percent per grade level will be analyzed to determine if a student needs to be screened for AIG identification. Students who are referred for gifted identification but do not meet the multiple criteria guidelines will be added to the Talent Development pool of students. Students will be allowed to be reevaluated annually.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. School AIG School Leads and school counselors will be responsible for sharing Duke Pre-College Program information, Governor School, PAGE Program, and other extracurricular programs and events that enhance and further develop the needs and interests of AIG students. Throughout the school year there are numerous extracurricular opportunities available in grades K-12 where students can experience enrichment, extension, and acceleration to meet their academic and affective needs. The elementary and middle schools participate in the Battle of the Books competition. AIG, Title I, and media funds are used to support this initiative. The elementary and middle school also participate in STEM programs, as well as Science Night. WCS has a variety of school clubs for students to foster their academic and intellectual interests. Students are encouraged to participate in clubs, sports, talent shows, and community projects to develop leadership and lifelong learning skills. AIG funds are used to sponsor student leaders in various events as funds are available, such as HOSA (Health Occupation Skills Association) and Beta Club Conferences. A written request and proposal are required since funds are limited in this line item. However, WCS will seek out STEM grants and other methods to provide appropriate learning opportunities and experiences for gifted and potential gifted students.
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* Ideas for Strengthening the Standard		
WCS is in the process of building an AIG program that will promote equity and excellence. Communication and professional development are the key starting factors to strengthen this standard. The WCS AIG page will be updated. To ensure equity, the AIG Coordinator will create a PowerPoint presentation and brochure to highlight the WCS AIG program in a simple and clear method to share with all stakeholders. The 2025-2028 AIG Plan will be easily accessible on the district's website and Facebook. Eventually, an AIG Handbook will be developed to serve as a guide, especially for school personnel. However, the AIG Plan has been written in a systemic design based on state laws and standards which stakeholders are encouraged to use and follow.		
Planned Sources of Evidence		
Type	Documents	Document Template
	Document Template	Document/Link
	AIG Standard 2 Additional Resources	
* Website with specific links to laws, policies, and procedures that explain acceleration opportunities and requirements, and extra-curricular programs.		
* PowerPoint presentation to educate and advocate for AIG Program		
* Differentiated Education and Individualized Differentiated Education Plans in Infinite Campus and hard copy.		
* Social and Emotional Training Opportunities		

Standard 3: Differentiated Curriculum and Instruction

Washington County Schools (940) 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.

Washington County Schools recognizes the importance and need to adapt the North Carolina Standard Course of Study (NCSCOS) to address the range of readiness exhibited by gifted and potential gifted students and use it as an entry point for differentiation. Differentiation strategies in and outside of the classroom, including enrichment, extension and acceleration opportunities, are used to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners. Differentiated strategies and instruction are designed to support and extend the regular education curriculum. Using the Rigor/Relevance Framework as a guiding focus, AIG Lead will continue to plan and develop curriculum based instruction that will enrich, extend and accelerate appropriately for students' learning. As classroom teachers throughout the district continue to receive professional development on classroom instruction that leads students through higher level questions and critical thinking skills and real world application, the AIG Coordinator will offer further instruction on differentiating for high achieving students. In collaboration with the Secondary Educational Specialists, the AIG Department will work to support differentiation strategies with Honors and Advanced Placement Courses. This differentiation is offered through small group instruction, independent projects, or individual meetings using our core curriculum and other resources. The core curriculum is used as a guide to allow teachers to extend the learning of AIG students. In addition to differentiation within the regular classroom, WCS serves AIG students in grades K-8 through cluster grouping with students with similar abilities through the AIG Specialist. However, teachers must still provide personalized learning and make connections to content and materials to which the student would not normally be exposed. The WCS 1:1 technology program supports creating personalized learning environments through accelerated pacing and differentiation for all students K-12. Teachers work closely with media coordinators within the district to support partnerships to provide support and direct instruction for AIG students.

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

- Individualized Project-Based Learning
- NC Academically and/or Intellectually Gifted Instructional Resources Projects
- Personalized learning through programs such as Imagine Learning
- Book Clubs
- Competitions (Science Olympiad, Battle of the Books, State Mathematics, Career and Technical Education contests, etc.)
- Technology-based projects
- Guest speaker sessions

- Job shadowing (partnerships with business, medical, legal, technology leaders in the community)
- Community Learning Experiences (field trips)
- Summer Camps
- College Visits
- Small group instruction
- Dual enrollment courses in partnership with our community college
- NC Virtual Public Schools (grades 7 -12)
- Honors Courses
- Advanced Placement Courses through NCVPS

Acceleration options are available in grades K-8 through grade advancement, single subject advancement and curriculum compacting in middle school math. WCS will research the idea of bringing in the Duke University Pre-College Program to provide additional opportunities for gifted students in grades 4 -7. Elementary staff members will explore the option of using Primary Thinking Skills (PETS) in grades K-3 as an additional resource to help young learners build on challenging thinking skills, which can be led by the AIG Specialist.

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

*** Practice B**

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

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

- Pre- and post- assessments
- Tiered instruction
- Project-based learning
- Curriculum compacting
- Cooperative grouping

▪ Socratic Method ▪ Individualized instruction ▪ Interest Inventories ▪ Higher Order Thinking activities ▪ Small group instruction as defined by formative assessment data It is the goal of WCS to have all teachers utilize a variety of instructional practices according to the abilities, readiness and interest of the AIG students they work with. A major focus will be to train teachers in using up-to-date teaching skills and best practices that will incorporate future-ready skills such as critical thinking, problem-solving, communication, and collaboration when solving real world problems-based tasks. In addition, teachers will be encouraged to help gifted students build advanced communication and research skills through practices such as Socratic Seminars, Speech and Debate. These practices give students opportunities to learn and practice effective communication skills and allow students to further develop creative and critical thinking skills. The AIG Coordinator/Lead, AIG Certified Teachers, Chief Academic Officer, Principal, and others will share resources and strategies, as well as assist and monitor teachers to ensure these instructional strategies are being used in the regular classroom environment.	
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* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Washington County Schools utilizes a variety of instructional resources to enhance student learning. Some of the resources include the textbook that ELA and Math uses in grades K-8 that will provide professional development for staff members. The curriculum materials selected by staff members include numerous enrichment activities that will challenge students and increase rigor in the learning environment. Other resources used might include the PETS program, vetted websites for Project Based Learning, and varying robotics pieces that students can use. The Instructional Framework includes components that ensure all teachers design consistent, quality instruction. The framework components include: ▪ Learning Purpose ▪ Anticipatory Set ▪ Direct Instruction ▪ Guided Practice ▪ Collaborative Practice ▪ Independent Practice ▪ Review Teachers are participating in STEM training to learn more about careers in the future in high demand. Teachers are also spending time in professional development to learn more about robotics, coding and the engineering problem-solving model lessons and activities that will motivate students to be better	
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thinkers. Teachers and staff members will share best practices and information learned from professional development with others during Professional Learning Communities (PLCs). (Teachers and staff will work in PLCs to extend learning using the core curriculum and resources provided by AIG funding as funding is available. These resources include, but are not limited to, robots (Dot and Dash), books, specific technology devices and software/programs, etc.)

The AIG School Leads, AIG Coordinator and administrative team will continue to share effective lessons/units and research-based materials with our educators. Teachers share ideas and resources during PLC meetings. Many of these resources are obtained from conferences, university courses, regional AIG meetings, digital learning sites and publications. Additional resources that incorporate research-based practices, evidenced-based practices, and methods include materials related to academic needs may include, but not limited to:

- P.E.T.S
- iReady
- PBL Projects
- Battle of the Books
- Science Olympiad
- Spelling Bees
- State Mathematics Contest
- Edgenuity
- Teen Court
- Explorers Program
- Community-Based Projects
- Service Learning Opportunities
- Inquiry-Based Learning
- Extension efforts at Early College (K-13)
- Youth Legislative Assembly
- Governor's School

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

- Transition camps for students entering new schools - to introduce and familiarize students with new environments and people
- Peer Group Connection - High School (PGC) - Program from Center for Supportive Schools - to provide social and emotional connections for high school students

• MTSS teams to gather and analyze social-emotional data • Collaborative Academic Planning and Scheduling (CAPS) - WCECHS - to allow students ownership in their own scheduling • Use of interest inventories • Lessons that address the social and emotional needs of AIG student • Flexible Grouping • Cluster Grouping • Positive Behavior Intervention Strategies (PBIS) • Extra-curricular activities, clubs, and organizations • Career Development Plans (Major Clarity) • Mentoring • Parent/Guardian Conferences ▪ New Programs: "Zones of Regulation", "Second Step" and "Overcoming Obstacles" - taught by social workers and teachers in grades K-12 Classroom teachers often provide informal counseling to gifted students and/or make referrals to the school counselor or AIG School Leads to support the whole child. To improve these services, additional training to staff members is available in numerous ways. At the beginning of the year AIG training, social and emotional issues and characteristics are shared in a PowerPoint presentation. Books, flyers and additional training sessions are shared with staff members and serve as resource tools, as needed. Guest speakers are invited to schools to better educate students of life-crises and how to cope. Counselors at each school receive AIG training in dealing with social and emotional needs of the gifted student. School psychologists and Exceptional Children's Director are included in meetings in some situations. Since bullying is a major issue in today's schools, elementary counselors provide in-class training on how to deal with bullying and other issues that may arise. Social workers within the district have implemented a curriculum that helps all students set goals, develop decision making and communication skills.	* Practice D 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. Instruction for the gifted student should include an accelerated pace, advanced content, greater depth and complexity, enrichment and extension, and above all differentiated instruction. Students are provided with the opportunity to participate in collaborative activities can include, but not limited to the following: ▪ Service learning projects ▪ Peer tutoring/mentoring/teaching ▪ Technology-based projects
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▪ Enrichment activities/blocks ▪ Google and Chrome Applications ▪ Accelerated content ▪ Distance Learning ▪ Career and College Promise/Dual Enrollment ▪ STEM activities - selection of PBLs, standard based projects, and students needs or interests are presented and planned with students and regular education teachers. ▪ Internships/Apprenticeships ▪ Clubs and organizations ▪ Competitions ▪ Honor courses ▪ Advanced Placement courses ▪ MATCH program (Motivating Adolescents with Technology to Choose HEALTH) ▪ Advanced Communication and Research Skills ▪ Leadership Skills workshops ▪ Interpersonal Relationships in the real word workshops ▪ Summer AIG Camp ▪ Citizen Science Project These opportunities build higher order thinking skills and critical thinking. They allow students the opportunity to work with others in social settings that will help them develop social skills and collaboration as well as the opportunity to present their research in public settings allowing them to learn communication and leadership. The above suggestions will be provided to AIG teachers and other staff members to consider and focus on when selecting appropriate service options for the identified AIG student in one of the five different identification areas. Teachers are not limited to this list but it may serve as a guide when developing the Differentiated Education Plan.	
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.	

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

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

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

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

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

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

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

Sample questions may include:

*Are gifted students able to accelerate when needed?

*Do gifted students have regular opportunities to expand upon their areas of interest and strengths? *Are gifted students encouraged to extend learning beyond the basic level of understanding?

*Do gifted students have an opportunity to NOT succeed with ease in order to develop their talent and potential?

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

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

With the support of the Career and Technical Education Department, Washington County High School will expand the Science, Technology, Engineering and Mathematics (STEM) classes to offer additional differentiated services for grades 6th - 12th.

* Ideas for Strengthening the Standard

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

Promote more attendance at regional and state AIG conferences

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

Educate and Advocate for AIG students and program

Train staff on completing and implementing DEPs, and IDEPs

Planned Sources of Evidence

* Agendas and sign-in sheets
DEP training sessions and updated completed DEPs outlining service options

* Differentiated lesson plans (Tiered Assignments)

* STEM enrollment at middle school and high school

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

Standard 4: Personnel and Professional Development
Washington County Schools (940) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 4: Personnel and Professional Development <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>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. Washington County Schools (WCS) employs an AIG-licensed educator to serve as the AIG District Coordinator. The AIG District Coordinator's responsibilities include but are not limited to the following duties: *Advocates and educates stakeholders to support, develop, and implement Washington County Schools' AIG plan and program for serving academically and intellectually gifted students, as well as potential AIG students. To ensure the needs of gifted students are being met consistently across the district, the district's AIG Director will meet monthly with all building principals (K-12) and on-site AIG School Leads. Communication is the key to building capacity and effective leadership. *Provides leadership and guidance to school based AIG School Leads to ensure program equity and excellence is implemented in the K-12 screening, referral, and identification processes. *Provides leadership and guidance to school based AIG School Leads to support primary services for identified gifted students, as well as potential gifted students listed in the Talent Development Program. *Supervises NC AIG Infinite Campus data to ensure all identified gifted students have a completed and up-to-date Differentiated Education Plan (DEP) or Individually Differentiated Education Plan (IDEP). *Supervises and maintains testing materials and scoring documentation for CogAT/Nagerali aptitude testing and IOWA achievement testing. *Provides professional development to staff, which includes an AIG orientation for all staff members at the beginning of the school year. *Promotes and supports the add-on licensure program for eligible WCS staff members. *Oversees the Washington County Schools' AIG Advisory Board to gather input, support, and suggestions for the improvement of the AIG program, plan and services. *Develops and oversees the AIG budget based on needs and AIG approved plan. *Participates in school meetings, district meetings, regional meetings, statewide meetings and initiatives to support the AIG program and plan *Participates in MTSS meetings to effectively represent, provide information about, and advocate for the AIG program. *Assist with providing resources and opportunities that will enhance and support AIG services for the gifted students. *Develop communication strategies for staff, families and the community to support the AIG program.

*Monitor the implementation of program services and documentation. *Perform other duties and responsibilities as assigned by the supervisor.	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. To address the academic, intellectual, social and emotional needs of gifted learners, WCS not only has a district AIG licensed coordinator, but each school in the district is assigned an AIG School Leads, and employs a school counselor and nurse for each school site. The district also employs a social worker that is actively engaged to address social and emotional needs of all students, as needed. The AIG School Leads is responsible to serve as the school's AIG liaison and lead personnel, under the direction of the school's principal and district AIG Coordinator. To support the AIG program, the AIG School Leads duties include: *Provide leadership and support to develop and implement Washington County Schools' AIG plan for ensuring the service of academically and intellectually gifted and potential gifted students. *Provides leadership and advocates for students participating in the academically and intellectually gifted (AIG) program. The AIG School Leads will assist the Chief Academic Officer with the Advanced Placement (AP) program, virtual learning, and College and Career Promise (CCP) courses being offered at the high school and early college facility. Also, assist the Career Technical Education Director with Credit by Demonstrated Mastery (CDM), as needed. *Assists with AIG orientation at the beginning of the school year for all site staff members. *Reviews screening and testing information annually to ensure equity of screening, referral and identification processes according to the AIG Plan. *Reviews annual data (End of Grade (EOG); End of Course (EOC), EVAAS, Advanced Placement, President's List, and Honor Roll) related to gifted students academic accomplishments and performance. *Meets with AIG teachers and relevant personnel staff to ensure quality and equity of services. *Collaborates with personnel staff to promote and offer professional development activities (K-12). *Reviews and recommends appropriate instruction materials for the AIG program. *Serves on the AIG Advisory Board. *Participates in district, regional, and state professional development opportunities and other statewide initiatives to continually grow professionally and keep up-to-date with NC AIG laws and changes. *Advocates for gifted students in the school building with school personnel, parents, and the community. *Coordinates services for gifted students at their assigned school. *Gathers and reviews screening and referral data at the school site *Assist with arrangements of appropriate identification assessments (aptitude and achievement).
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*Supports classroom teachers with differentiated curriculum and support for gifted students. *Provides direct and in-direct services using research-based methods. *Oversees the Talent Development Program to ensure potential AIG students are included in service opportunities, as needed. *Provides consistent and on-going communication with parents/guardians about screening, referral, identification, and services through the use of the school's website, newsletters, brochures, emails, phone calls, progress reports, and parent/teacher conferences. *Ensures that documentation of student growth and needs using appropriate Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs) are written annually and reviewed as needed. *Assists with gifted student class placement (K-12) and services to ensure fidelity. *Maintain NC add-on AIG certification, or willing to obtain. *Performs additional responsibilities assigned by building supervisor and/or AIG Coordinator.	* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. Washington County Schools will require that all schools offer an AIG orientation training session for classroom teachers, school counselors, Special Education teachers, English Limited Learner personnel, administration, and other specialists at the beginning of each school year. The training will be conducted by the AIG Coordinator and/or AIG School Leads. A standard PowerPoint presentation will be used that is aligned with the WCS AIG approved 2025-2028 plan. The presentation will serve as an overview of expectations for the skills, knowledge, and understanding of gifted students in order to better serve these students effectively. Throughout the year, the district will offer additional professional development opportunities for school personnel. School Counselors will be required to attend training on dealing with social and emotional needs of the gifted student as funds are available. All qualifying certified staff members will be provided the opportunity to earn an AIG add-on license as funds are available. Qualifying certified staff members must have a clear teaching license and be in good standing in order to add on a licensure area. AIG funds will be used to assist with tuition expenses, as available. Certified staff and administrators will assist with determining the educational and training needs based on an annual survey using Google Form and information obtained from the Title I Comprehensive Needs Assessment tool on personnel professional development needs. WCS will use staff members that have recently been trained on AIG best practices to train other staff members. WCS will use Google Classroom as an electronic tool for teachers to use for additional AIG training. Professional Learning Communities (PLCs) and staff meetings will provide a set time for stakeholders to learn about the needs of AIG students and how best to serve gifted and potential gifted students aligned with the high expectations and challenges listed in the AIG plan. Resources, activities and learning tools to support services will be addressed, selected and purchased based on team decisions and available funds. Classroom Teachers and Instructional Specialists in WCS will have professional development opportunities available to them such as, but not limited to: ▪ Specialized professional development and follow-up coaching/feedback on the curriculum and instructional approaches outlined in this plan to meet the academic and social emotional needs of gifted students. ▪ Gifted education screening, referral, and eligibility ▪ Curriculum compacting and acceleration
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▪ Instructional practices that work for gifted students: embedding critical thinking and higher order thinking questions in the classroom, tiered assignments, extension menus, integrated units including problem based learning -How to create a portfolio for students ▪ Advanced Math Legislation -Resources to support students in the classroom AIG Certified Staff are offered the opportunity to attend NC AIG Conference and other professional development opportunities for AIG that are offered in the region or state. Administrators in WCS will have professional development opportunities available to them such as, but not limited to:: ▪ Overview of the AIG plan ▪ Yearly review of cluster grouping and acceleration policies	* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. Effective observing and monitoring of all classroom teachers (K-12) is crucial to ensure quality instruction is being provided with a strong emphasis on differentiation services. Based on scientific research based findings, principals, teachers, and counselors are encouraged to utilize cluster grouping when scheduling their students. WCS has defined cluster grouping to mean placing 4-5 AIG identified students within one class whenever possible to ensure AIG students have opportunities to work with students of similar need and interest. It is recommended that cluster classes are assigned to teachers who have earned their AIG licensure, working on AIG licensure, or experience in working with AIG students. It is also recommended, if possible, that AIG students are clustered by their area of identification. WCS currently has 6 AIG certified staff (3 as classroom teachers, 1 as an Instructional Coach, 1 as a Principal, and 1 as the AIG Coordinator/EC Director). Personnel (teachers, support staff, administrators and counselors) are strongly encouraged to earn their add-on licensure either by completing a four course sequence from an approved institute of higher education or passing the Gifted Education Praxis after participating in professional development based on the AIG Boosters in district. Teachers completing AIG add-on licensure are recognized at a local Board of Education meeting and their names are listed on the district's AIG website. WCS will also provide to Administrators: -Overview of the AIG plan -Yearly review of cluster grouping and acceleration policies. This training will include mentoring and planning support with the AIG Specialist.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. There is a strong emphasis on recruiting and retaining AIG licensed teachers. Current qualified and interested teachers are encouraged to participate in the AIG add-on licensure program through a partnership with a university or attend in district AIG Professional Development then taking the Gifted Education PRAXIS. WCS provides funding as it is available for this program and, in return, teachers are asked to complete the program and stay at least 1 year past licensure. AIG licensed teachers are given priority when placing AIG students, knowing that these teachers have been trained and are able to handle the unique learning and emotional needs of these students. Cluster grouping with these teachers is also considered to help with the planning and implementation of extended learning for these students. In order to build this area we will continue to remind administrators or our responsibility to ensure that we "provide
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general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position". As they are reviewing applicants, checking for AIG certification and asking about training in differentiating to meet the needs of AIG students is key in recruiting AIG licensed professionals.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. WCS strives to provide all teachers with the skills and knowledge needed to meet the needs of all students with equity and excellence. Teachers are offered professional development opportunities and memberships for professional organizations tied to AIG (such as NCAGT, grant opportunities, NCCAT). Teachers collaborate with directors and central office personnel to ensure that initiatives and professional development address the needs of teachers who work with the AIG students (such as: characteristics of gifted, strategies for differentiation, social/emotional needs of gifted, etc.). Teachers participate in and provide professional development related to AIG program goals, both in the district and outside of the district. A survey for teachers of gifted students is provided to determine staff development needs related to serving gifted students. Teachers work with other school personnel to ensure that professional development goals and initiatives are being met. Teachers will be given the opportunity to attend professional development to support changing mindsets, policies, and practices to realize equity and excellence in gifted education in and out of the district when available.
* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.	Washington County Schools (WCS) is vested in providing professional development for teachers based on current district initiatives and needs assessed through student achievement data, survey data, administrator observations, and other anecdotal evidence. With support from the district's testing director, teachers are trained in how to use EVAAS data, and how to better utilize state and national norm assessments to help grow their gifted and potential gifted students. WCS has adopted curriculum resources and materials that offer professional development for relevant staff members to receive, in order to utilize all the learning opportunities afforded by the company (including enrichment lessons and projects). AIG Coordinator will provide AIG orientation for all schools at the beginning of each school year, with the help of the AIG School Leads, and work closely with the Chief Human Resource Officer and Beginning Teacher Coordinator to ensure beginning teachers and newly hired staff will receive training and support in working with gifted students. WCS offers system-wide professional development throughout the year that is based on high needs and aligned with School Improvement Plans. Several professional development opportunities are aligned to the goals of the local AIG program and are focused on ensuring stakeholders are aware of educational best practices in gifted education. The AIG School Leads and certified AIG teachers are encouraged to provide professional development to staff at their assigned schools. The AIG Coordinator and/or AIG School Leads provides training prior to the universal administration of fourth and seventh grade aptitude testing (CogAT/Nagerali). WCS promotes and sponsors numerous out of district opportunities for staff members to receive training in best practices aligned with state curriculum and national standards. Teachers and other school personnel are provided websites and NCDPI AIG Booster Shot lessons (saved on Google Drive) that will improve teaching skills and assist with the well-being of the gifted student. The district's AIG website and brochure will also serve as a valuable professional development device that is open to all stakeholders. Special meetings and programs will be available for parents/guardians to learn about gifted students, while allowing students to showcase their skills and talents. The AIG Coordinator will participate in webinars and attend regional and state meetings and conventions to keep abreast of AIG best practices and services. The information will be shared with administrators at principals' meetings and PLCs meetings at schools.

Washington County Schools (WCS) has built professional development time into the school calendar. School personnel will utilize early release days, district-wide professional days during the summer and throughout the school year, and monthly PLC meetings to offer effective and meaningful AIG professional development opportunities for school personnel. School personnel will often have a choice of which professional development training session they wish to attend based on their personal need or class situation. WCS will use technology methods to share new ideas and concepts needed to improve teaching and learning. WCS uses Google Docs to share a wealth of information and strengthen the communication process. Google Classroom is used as an electronic method for teachers to complete AIG training modules. Beginning teachers are assigned mentors to assist with teaching practices. This is extremely beneficial considering the number of lateral entry teachers employed in the district. Teachers are encouraged to observe other teachers to seek ideas and support to improve teaching skills. Attendance is very important for teachers to attend staff meetings and PLCs that address student learning and outcomes. The on-site AIG School Leads are responsible for overseeing that staff members at their schools understand and follow the screening, referral and identification procedures as clearly stated in the 2025-2028 AIG Plan. Special grade level or department meetings may be held to cover AIG and relevant topics such as overall student data, subgroup data and individual student data. Meetings to support collaboration among school support personnel, connect and classroom teachers is necessary to ensure the DEP/IDEP is followed in all classes, as an identified child is gifted "All Day - Every Day".								
* Ideas for Strengthening the Standard Advertising, advocating and educating for a strong AIG Program among all stakeholders is a must. Many administrators and teachers tend to not see the value of professional development time and meeting time for AIG training as a top priority. With only a little over seven percent of the district's student enrollment being identified in an AIG identification area, there appears to be a lack of understanding and interest in this area. Promoting the need to screen, refer, and identify gifted students has to be addressed in order for gifted students to receive the primary services they are entitled. WCS has a sense of urgency that needs to be addressed. Teachers (AIG certified or not) must learn how to use strategies and ideas that will allow them to better serve gifted learners. WCS must continue to provide and encourage in-house and outside professional development services that deal with differentiation, cluster grouping, compacting, and meeting the needs of social and emotional gifted students.								
Planned Sources of Evidence								
*	Sign-in sheets at professional development sessions and PLCs.							
*	(HR Department) Improvement of differentiation services being offered within the classroom based on observations and summatives.							
*	Increase of AIG add-on licensure among teachers in the district.							
<table> <tr> <th>Type</th><th>Documents</th><th>Document/Link</th></tr> <tr> <td>AIG Standard 4 Additional Resources</td><td>Document Template</td><td>N/A</td></tr> </table>			Type	Documents	Document/Link	AIG Standard 4 Additional Resources	Document Template	N/A
Type	Documents	Document/Link						
AIG Standard 4 Additional Resources	Document Template	N/A						

Standard 5: Partnerships	Washington County Schools (940) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <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>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. Working with parents/guardians and families of AIG students is essential to meeting the comprehensive needs of the individual student. All students are different and even identified AIG students have different needs among their identified group. It is important to build a relationship and work together to allow academic, intellectual, social and emotional growth to occur to its fullest. Communication is vital to this partnership and the AIG School Leads, AIG teacher and/or classroom teachers are encouraged to communicate regularly in multiple ways, digitally and in print, to ensure parents/guardians and families are well-informed of the program's services and resources. When a parent agrees for their child to receive AIG services, a face-to-face meeting is required to discuss the service options to be delivered to the AIG student. During this meeting, the AIG School Leads or teacher will review the identification process and documentation. Afterwards, the teacher will share and explain the possible primary services available and customize additional services to meet the student's needs. The parent, student, teacher or other personnel present will decide what services are needed to help the AIG student grow in an academic, intellectual, social and emotional setting. Once the team has developed the Differentiated Education Plan (DEP), all members will be asked to sign off on this documentation. Parents are invited to serve on the AIG Advisory Board. This Board is instrumental in the development of the AIG plan as well as offering suggestions to service options and resources for AIG students. Parents are encouraged to provide feedback via an AIG survey. They are able to give suggestions on the current plan as well as service delivery and resources. They are also encouraged to call or email their principals, AIG School Leads or the AIG Coordinator at any time with any questions related to AIG. Report cards serve as another method of communicating with parents/guardians about a student's progress and behavior. These reports are sent home quarterly (every nine weeks). During the nine weeks, progress reports are also provided to parents/guardians to help keep them informed of the student's formative and informative academic growth and behavior. Teachers are strongly encouraged to write comments, as needed. Teachers and other school personnel are advised to make phone calls or send a Remind 101 to communicate and build a positive working relationship. Parents/families are invited to PTA meetings, Open House, AIG Night, Science Night, Community Night, Title I Night, Parent Conferences, and numerous other events in order to learn more about AIG identification and services at each school. It is recommended that the AIG School Leads present, hand out AIG materials, or be available to answer AIG questions or concerns. Principals at each school provide information related to upcoming lessons, activities, and AIG opportunities and happenings through the use of a school newsletter or introduction letter as well as all-calls and the all-calls also go out as emails. The AIG School Leads at each school should contribute to this newsletter or letter with upcoming AIG events and happenings such as Duke Pre-College programs, summer camps, clubs, extracurricular opportunities, etc.

Teachers will use Remind 101 to help build a strong communication link between parents/guardians to help deal with academic, intellectual, social, and emotional needs. The district social worker and school counselors will work with AIG students and their families to address any SEL or mental health concerns. The AIG School Leads and/or AIG Coordinator will continue to administer a parent/community/student /staff survey annually to gather ideas on ways to support the AIG Program and improve services. As local stakeholders develop a better understanding of the AIG program, it is recommended to explore the possibility of starting a Partners of the Advancement of Gifted Education (PAGE) chapter that will consist of parents, district staff, business leaders, support services organizations, and other partners in order to advocate for the needs of the local gifted population.	* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services. Washington County Schools has formed partnerships with the College Board, North Carolina Virtual Schools, Beaufort County Community College, Elizabeth City State University, and East Carolina University to enhance and gain support for AIG students. Several elementary, middle and high school classes have also visited area Institutions of Higher Education(IHEs) to participate in programs and to visit college campuses to widen perspectives concerning future opportunities. The district will also work with area businesses, industry and other stakeholders in the community including banks, retail businesses, DOMTAR, Washington County Chamber of Commerce, Washington County Home Extension Office, 4-H, churches, and civic groups to promote and support the endeavors of AIG students. Numerous staff members reach out to the community to assist AIG students to gain real-life learning experiences and/or recruit volunteers to assist with district and regional competition. The AIG Coordinator works to partner with the North Carolina Department of Public Instruction (Advanced Learning Department), Northeast Region 1 AIG Director's Consortium, North Carolina Association of Gifted and Talented organization, institutes of higher education, and other organizations to provide high quality professional development for teachers and administrators on issues related to gifted education and support for gifted students. During the 2024-2025 school year, a partnership between NCCAT and AIG Northeast Region, which includes Washington County Schools, has begun. This partnership will grow during this plan cycle to follow a three-year sequence which may include the following topics and repeat the cycle every three years: Year One: Plan Revision year (District leadership meet to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan.) Year Two: Administrator specialist, and teacher professional learning about gifted programs and services. Year Three: Administrator, specialist, and teacher professional learning about gifted programs and services. This cycle will allow district gifted leadership to have time to learn and draft gifted plans every three years at an NCCAT site (Ocracoke or Cullowhee) while also affording capacity building for administrators, specialists, and teachers.	* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of
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the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.	For the 2025-2028 AIG Plan, a survey was sent out to elicit feedback on the previous plan and gifted services at WCS as well as asking for interest in the Advisory Board. In the past, Washington County Schools has had a very diverse AIG Advisory Board to help drive and monitor the AIG Plan and Program and we are working on implementing this again. Suggestions and ideas from this partnering group contribute greatly to monitoring, developing and implementing the AIG Plan. The WCS' AIG Advisory Board will consist of school personnel from all facets, students, parents, and community members. A list of members will be posted on the district's AIG website. Anyone interested in more information or serving on this Board, may contact the district's AIG Coordinator. The group will meet face-to-face twice a year to study the AIG Plan for changes, additions, and updates. The group will also communicate by emails, texts, and phone calls. The group will be provided resources and materials that help train them in order to provide suggestions that are in compliance with the NC AIG laws and policies. WCS intentionally seeks input from parents, guardians and community members to allow for an outside voice. Each school is responsible for recruiting parents and students to serve on the district's AIG Advisory Board. Principals will also appoint faculty members that are vested in advocating and improving the current AIG Program. The AIG Coordinator and Superintendent (or designee) will recruit community volunteers that are supportive in promoting services for gifted and potential gifted learners.
* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community.	To promote transparency, information about the 2025-2028 AIG Plan, NC AIG laws, Article 9B, AIG meetings and policies must be shared with all stakeholders, including students and parents/families of gifted students through various ways. AIG plan informational sessions will be held at all schools at the beginning of the year. Brochures, flyers, and all-calls will be used to ensure that all stakeholders are informed of the AIG plan and any correlating events/opportunities for students. The AIG plan, policies, and relevant AIG information will be posted on the district's website and school's websites. AIG students may have the opportunity to present to the Board of Education and other community meetings to showcase accomplishments. The AIG Coordinator and AIG School Leads at each school will disseminate information to school personnel, parents, students and community through a variety of sources, such as the AIG brochure, AIG website, emails, letters, phone calls, newsletters, all-calls and meetings. The major policies and practices in gifted education (student referrals, screenings, appeals, informed consent, service options, and the AIG Plan) are available to all stakeholders via the AIG Parent Guidebook. WCS uses a translation feature built in the website which allows school personnel to translate information easily into the student's native language. Translation services and/or interpreter will be provided during English Language Learners (ELL) parent meetings and or gathering to discuss the AIG student and/or program. At other times, these services shall be requested as needed, per availability. Each school will have an AIG Night to serve as an informational and training session for interested stakeholders. The AIG students will have an opportunity to lead these meetings and showcase their work and/or talents. This could be held in conjunction with Talent Night.
* Ideas for Strengthening the Standard	

Create a brochure to serve as a quick glance to highlight identification, services and practices for the AIG program. The brochure needs to be in both English and Spanish to broaden and meet the needs of a diverse growing population.			
Develop an AIG Handbook to explain AIG program and procedures (English and Spanish).			
Increase partnership opportunities by including additional community and business leaders to help offer resources, suggestions and student sponsorship programs.			
Study the creation of an official PAGE chapter.			
Redevelop the AIG Advisory Board.			
Planned Sources of Evidence			
*	Revised AIG brochure in English and Spanish. District AIG website.		
	AIG Advisory Board roster, emails, meeting invitations, agendas, and minutes.		
	Guest Speaker to discuss the starting of a PAGE chapter.		
Type		Documents	Document/Link
AIG Standard 5 Additional Resources		Document Template	N/A

Standard 6: Program Accountability	Washington County Schools (940) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability <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>	* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), 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. In developing the 2025-2028 AIG Plan, the AIG Coordinator started with addressing a review of state legislation and State Board of Education policy (N.C.G.S. 115C-150.5-.8 (Article 9B)) to learn of updates and changes to the AIG program and services that coincide with the six standards and forty-three revised practices. The next step was to review the state feedback of the local 2022-2025 AIG Plan to see what needed to be changed, added or deleted. The AIG Coordinator compiled a survey for staff members, parents, and students to complete to gather suggestions and ideas to improve the AIG program. This information was closely reviewed and shared with the AIG Advisory Board, which (at the time) consisted of AIG Coordinator, AIG School Leads, school and district administrators, AIG certified teachers, regular classroom teachers, AIG students, and parents. WCS will create and administer formal and informal sources of data from stakeholders in order to gather information necessary for program evaluation and improvement. Formal data collecting will include annual surveys and student achievement data. Information collected from the sources will be analyzed to determine if any changes or adjustments need to be made within the AIG program to respond to program goals or student or staff needs. Informal data is gathered through conversations, emails, texts and phone calls from parents, teachers, principals, community stakeholders, and students to determine the equity and excellence of the overall AIG program including practices and procedures. The AIG Self-Assessment tool provided by NCDPI is utilized to progress monitor the implementation of the AIG plan. The AIG Advisory Board, along with appointed school personnel will address the areas of improvement and comments provided. The AIG Coordinator directly reviews all feedback and makes changes when deemed necessary and approved by the Superintendent. The plan is then taken back to the local Board of Education to approve the revisions. The revisions are submitted to NCDPI as requested. Plan development started at the beginning of the school year with several meetings being held to assess "what is working" and "what is not working" with the AIG program. The AIG Coordinator provided updates and reports as needed at monthly principal's meetings in which Executive Directors and administrators attend. These meetings are conducted by the district's Superintendent. A timeline was shared with the group in order to write and develop an AIG Plan that will need to be written and Board approved before July 15, 2025. The WCS 2025-2028 AIG plan will be submitted to NCDPI for review and comment by July 15, 2025.
* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.	Washington County Schools will monitor the implementation of the local AIG program and plan in accordance with current legislation and state policies to assure compliance. This will be accomplished through AIG Advisory meetings and regular meetings of the AIG Coordinator and AIG School Leads as they

monitor student progress. Administrative teams will also monitor the services provided to gifted students and fidelity of the placement process. The AIG Advisory Board will meet at least twice a year to monitor implementation of the gifted program based on the local written plan. The AIG Coordinator and AIG School Leads will keep stakeholders informed of all pertinent updates gained at regional and state meetings. The AIG Coordinator will review all feedback on the AIG Plan provided by NCDPI and submit interim reports as necessary. Data gathered from annual surveys and observations will be used to complete and submit these reports. Washington County Schools will ensure fidelity of implementation of the local AIG plan through a multi-tiered monitoring process. The AIG Coordinator will conduct annual audits of student DEPs and service logs to verify alignment with the documented policies in the AIG plan. Additionally, classroom observations using standardized checklists will assess whether differentiated instructional practices are being implemented effectively. Principals and AIG School Leads will be required to submit biannual implementation reports, detailing how AIG services are delivered and any challenges encountered. These reports will be reviewed by the AIG Coordinator and administrative teams, who will provide feedback and recommend adjustments as needed. Feedback from annual surveys, stakeholder meetings, and observations will be reviewed by the AIG Advisory Board to identify trends and areas for improvement. Specific action steps will be developed to address any gaps and shared with all stakeholders during quarterly updates. To ensure fidelity, ongoing professional development will be provided to AIG School Leads, classroom teachers, and administrative teams. Training will focus on understanding the AIG plan, implementing differentiated instructional strategies, and adhering to state policies.	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. Funds will be appropriately allotted and monitored to enhance and enrich the AIG Program through collaboration between the WCS AIG Coordinator, Chief Academic Officer, the Chief Finance Director, Principals, and the Superintendent. The budget will be reviewed annually and revised according to the planning allotment and needs of the students. Funds are effectively utilized to meet the goals of the program by providing salaries for personnel, resources for students and staff and professional development services, including tuition fees for AIG add-on licensure. State funding for gifted education is based on 4% of the average daily membership (ADM) of the local school system. Washington County Schools also contributes in-kind funds and services from other programs to support the AIG program. The AIG Coordinator works closely with the Chief Finance Officer to oversee that the AIG budget is aligned with the AIG Plan and Chart of Accounts. Monthly reports are reviewed to ensure that money is in place for all expenditures. Necessary transactions and adjustments are made based on needs. The AIG Coordinator will continue to seek additional funding for other federal, state, and local funding sources to develop a strong program for the benefit of students. * Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The district maintains, analyzes and shares all student achievement and growth data with its stakeholders. The Testing and Accountability Director provides training to teachers and administrators on how to better understand achievement and growth data and interpreting and analyzing available data. This training has allowed district administrators and school personnel to participate in open discussions about trends within the AIG program and student academic performance. Trend data is used to analyze the effectiveness of identification and services. Student data is used to assist the student and revise the DEP, not de-gift students.
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Classroom data is used to access the overall growth of the AIG population. The AIG Coordinator uses Infinite Campus to gather student grades, assessment scores and levels to better analyze individual and subgroup state reports. The AIG Coordinator closely monitors the annual drop-out data for AIG students within the district and state. This information is also shared with district and school administrators, as well as teachers and school counselors to study trends and develop appropriate interventions. Infinite Campus provides numerous individual and group reports including: student achievement data, student growth, discipline, attendance, drop-out and historical data that tracks all students in grades K-12. The AIG Coordinator and other administrators use this tool as a guide to maintain, analyze and share student information and reports for the well-being of the student. The data and reports can quickly be updated and shared with others to assist with decision making outcomes. Disaggregated data is analyzed annually to identify disparities in AIG identification and participation based on race, ethnicity, gender, socioeconomic status, and other factors. When trends reveal underrepresentation or achievement gaps, targeted actions are taken, such as revising outreach efforts, expanding nomination criteria, or increasing access to professional development on culturally responsive teaching practices. By addressing barriers to identification and programming, we aim to ensure all students have equitable opportunities to excel. The district regularly uses student achievement and growth data to refine AIG programming. For instance, if data indicates low growth in a specific subgroup, professional development sessions are designed to equip teachers with differentiated instructional strategies tailored to these students' needs. Additionally, headcount data is reviewed biannually to assess the effectiveness of outreach and identification practices, resulting in continuous adjustments to ensure inclusivity and program excellence. By disaggregating data across multiple categories, Washington County Schools ensures that all patterns of access and achievement are recognized. For example, if discipline or attendance data for AIG students reveals disparities, this prompts targeted interventions by school counselors or administrators. These interventions aim to remove systemic barriers, fostering an environment where all gifted learners can thrive academically, socially, and emotionally WCS adheres to FERPA (Family Educational Rights and Privacy Act) regulation and protects confidentiality when sharing out any student data.	* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. Based on percentages data, African-American, English language learners, and twice-exceptional students are underrepresented in the Talent Development pool and identified list of gifted students in Washington County Schools. The instruction provided by the research-based staff development will assist with identifying and implementing appropriate programs for underrepresented populations of students. Infinite Campus is used to monitor students who are culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional. This information is disaggregated to identify opportunities for providing talent development services for underrepresented groups of students. The universal screener given in fourth and sixth grades to all students will identify students that may have been missed otherwise. Using Infinite Campus and Panorama data along with other shared data sources, the AIG Coordinator closely monitors representation, performance, and retention of all students in the local AIG program. Data is analyzed following the fall and spring headcounts in an effort to monitor trends in our AIG population
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and performance. Data information is shared with site AIG School Leads to ensure students are getting support and being put on the talent development list for testing referral, if applicable. The site AIG School Leads are responsible for monitoring EOG/EOC performance for identified AIG students at their schools. EVAAS data should be used to track trends of students identified in all gifted identification areas, including those in underrepresented populations. The AIG coordinator works in conjunction with the MTSS coordinator to ensure that students are being served appropriately in every area of need.

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

Washington County Schools uses multiple strategies to monitor and analyze data related to referral, identification, services, and retention of AIG students. For example, Infinite Campus tracks demographic data, referral rates, and identification outcomes across racial, ethnic, and economic groups. This data is reviewed biannually following the fall and spring headcounts to identify disparities and trends. In addition, Panorama data is used to help with potential identification in the Talent Development Program or AIG Program. To ensure equity, specific access and opportunity data points are monitored, including:

- Referral rates by race, ethnicity, socioeconomic status, and other demographic factors to identify gaps in the nomination process.
- Participation rates in talent development programs for students not yet identified as gifted.
- Retention rates of students in AIG services, including data on those who leave the program and their reasons for doing so.

These data points are analyzed to identify trends, such as underrepresentation or high attrition rates, and to develop targeted interventions, including additional teacher training and family outreach. Data analysis informs program improvement by identifying areas where access or retention is lacking. For example:

- If referral data reveals underrepresentation among English Language Learners, the district may adjust nomination criteria to include alternative evidence of giftedness, such as teacher observation checklists or nonverbal assessments.
- Retention data trends may lead to professional development sessions on differentiated instruction to better support students' diverse needs, reducing dropout rates.
- Patterns in EVAAS growth data may guide the development of new enrichment opportunities to better support high-achieving students from underrepresented groups.

The district tracks retention data such as:

- Continued participation in AIG services.
- Academic performance trends of identified students.
- Parent and teacher feedback on the effectiveness of services.

This data is used to address challenges, such as providing additional support for twice-exceptional students or revising service delivery models to better meet the needs of gifted learners

*** Practice F**

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

AIG Plan. The Human Resources department maintains current data regarding the credential of personnel serving AIG students. The department monitors and maintains records for all teachers who complete the local AIG professional learning courses through Google Classroom PD, in district PD, and regional/state conferences. The Chief Human Resource Director works closely with the AIG Coordinator to determine which teachers in the county hold their AIG add-on licensure and those eligible to seek AIG add-on licensure. The district is and will continue to support teachers in obtaining their AIG licensure for completing the four classes offered by approved universities or by passing the Gifted Education PRAXIS as funds are available. WCS has several teachers that have obtained AIG certification. Each year, the district will recruit new candidates as a means to continuously provide professional development to ensure our teachers are prepared to serve AIG students and other advanced learners. The AIG Coordinator will work with school administrators to discuss the needs of the AIG program for their specific school. They will determine the best placement for gifted and advanced learners. They will discuss the need for AIG licensed teachers or teachers who should pursue AIG licensure. They will also discuss the importance of supporting the goals of the AIG program. This will allow administrators to have input in the AIG programming in their schools and the progress of the program and AIG students.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Information from parents/guardians, students, and staff will be gathered each year regarding the implementation and effectiveness of the AIG program. This information will be elicited via parent meetings, surveys, email communication, face-to-face meetings, and called meetings. Surveys are conducted electronically using Google Forms and paper copies are also available at all school sites. In addition, the WCS AIG Advisory Board plans to meet twice a year to provide feedback for continuous improvement. The AIG School Leads meet monthly with the AIG Coordinator, either directly or in-directly, to discuss the entire AIG program including screening, referral, identification and services. The AIG Coordinator and other administrators also value informal feedback and conversations from stakeholders during annual meetings, PLCs, school events and community events. The AIG School Leads and Coordinator attend PLCs and staff meetings to answer specific questions teachers may have. Other school events, such as Arts Night, Curriculum Nights, etc., are attended by School Leads and Coordinator to gather feedback informally from guardians/families and students through conversations. Annual AIG meetings are offered to all stakeholders and feedback is requested.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. Each year, program progress will be evaluated and results will be shared at district and school level meetings with all stakeholders. In addition, this information will be available on the WCS district's website. Information is also disseminated at the local Board of Education meetings, AIG Advisory Board meetings, PLCs for school personnel, professional development learning opportunities and in the annual school opening letter addressing student data. Note: WCS adheres to FERPA (Family Educational Rights and Privacy Act) regulation and protects confidentiality when sharing out any student data or other confidential feedback during the program evaluation. * Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes:
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informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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

Washington County Schools AIG Program Appeals Procedures to Resolve Disagreements

For Parents or Guardians of Academically/Intellectually Gifted Students

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

Level I:

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

Level II:

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

Level III:

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

Level IV:

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

1. Whether the local administrative unit improperly failed to identify the student as an academically and/or intellectually gifted student.
2. Whether the local plan has been implemented appropriately with regard to the student.

Following the hearing, the Administrative Law Judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes the decision of the Administrative Law Judge becomes final, is binding on the parties, and is not subject to further review under Article 3 of Chapter 150B of the General Statutes.

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

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

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

Reassessment:

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

Transfer Policy:

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

Military Transfer Policy:

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

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

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

*** Ideas for Strengthening the Standard**

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

Continue to train school personnel on the 2025-2028 AIG Plan.

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

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

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

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

Planned Sources of Evidence

* Surveys (Twice a year instead of annually)
Rubric or Checklist of Expectations

Revised Parent's Rights Handbook and Updated Annual Report of Disagreement

Washington County Schools (940) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

05/13/2025 

AIG Related Documents

Washington County Schools (940) 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	 Local Board of Education Approval Signatures

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	

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Phrase		Definition	