

Mission/Vision Statement and Funding

Wayne County Public Schools (960) 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)

Wayne County Schools will recognize student from all cultural and economic groups who possess exceptional academic and intellectual potential when compared to others of their age, experience, or environment. Through guidance and differentiated instruction, students will be nurtured an challenged to meet their unique learning needs and develop their maximum potential. It is the responsibility of the school system to ensure ongoing identification and appropriate services in order to produce independent, confident and contributing members of our global community.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 803,967.00	0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Wayne County Public Schools (960) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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.

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

Referrals may be documented using:

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

This referral process is used at all grade levels (K-12) and accepted at any point during the school year. Summer referrals will be processed in the fall of the approaching school year.

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

- Teacher evaluation and input
- Student performance
- Previous test data and trend data
- Individual tests
- Observation
- Gifted behavior scales
- Student interest
- Student aptitude
- Student achievement

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

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

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

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

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

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

* Practice B

Establishes a process and criteria for AIG student identification at all grade levels, 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.

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

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

- WCPS AIG will employ the following multiple criteria to develop a comprehensive profile of each student:
- Use appropriate measures for aptitude and achievement with the use of norm referenced tests
 - Compile and review aptitude, achievement, various rating scales, student performance, gifted characteristics, and other indicators of potential to achieve

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

- Student Achievement - 95% or higher on various achievement tests issued statewide or locally
- Student Aptitude - 93% or higher on various aptitude tests issued locally
- Student Performance - in the area of identification (reading (AR) or math (AM)) 93% or higher from classroom grades, portfolio assessment and/or other sources of data
- Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data
- Student Motivation - assessed through case study, checklists, independent study, scales, and/or other sources of data
- Student Interest - demonstrated through academic competitions, contests/awards, extracurricular activities and interest surveys
- Four of the six criteria must be used with one of those being aptitude or achievement. A student must have a 95% achievement score OR a 93% aptitude score and three (3) other criteria for placement.

The AIG Site Team will, based on demonstrated need and test data, determine if the student presents a need for academic services in the area of reading (AR), math(AM), or both(AG). Students who show potential in the area of science and/or history will be identified in one of the above areas with a Differentiated Education Plan written to provide services in those areas as well.

Academically gifted students will receive services after a Differentiated Education Plan is written and reviewed by the AIG site team and parents.

Criteria for identification for Intellectually Gifted (IG) include, but are not limited to:

- Student Aptitude - 97% or higher on various aptitude tests issued locally
- Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data
- Anecdotal Evidence - provided by a teacher or an AIG specialist
- All of the above criteria will be addressed for placement. A student must have an aptitude of 97% and the site team must see gifted characteristics that are not restricted to academic acceleration. The site team will take into consideration any and all anecdotal evidence that proves gifted services are necessary for the intellectual growth of the student.

Intellectually gifted students will receive services after an Individualized Differentiated Education Plan (IDEP) is written and reviewed by the AIG site team and parents.

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

- Student Achievement - 97% or higher
- Student Aptitude - 97% or higher
- Student Performance - 93% or higher
- Student Observation - gifted characteristics through anecdotal records, authentic assessments, checklists, scales, or other sources of data
- Student Motivation - assessed through case study, checklists, independent study, scales, or other sources of data
- Student Interest - demonstrated through academic competitions, contests/awards, extracurricular activities and interest surveys
- Four of the six criteria must be used with both aptitude and achievement. A student must have a 97% achievement score and a 97% aptitude score and two (2) other criteria for placement.

Academically and Intellectually gifted students will receive services after an Individualized Differentiated Education Plan (IDEP) is written and reviewed by the AIG site team and parents.

Identification for gifted services takes place multiple times during the year for grades 4-12. The process of identification is as follows:

- Initial talent pools are gathered from third grade Cognitive Abilities Test, universal screeners, and available BOG/EOG test data in the spring of the third grade year.
- Nominations for screening students in grades 4-12 take place in the fall and spring of each year.
- Identification takes place only after screening and referral occur; any additional testing for identification will take place if all screening criteria are met and a referral is made.
- After identification criteria are met, AIG Site teams meet to determine student identification, placement, and service options. The AIG Specialist and Site Team develop a tentative Differentiated Education Plan based on the student need.
- Parent meetings to further develop and approve the Differentiated Education Plan are held prior to service delivery.

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

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

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

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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.

WCPS has closed district lines and school choice is not an option for our students unless they apply for the lottery to attend one of our three innovative schools: Wayne Early Middle College, Wayne School of Technical Arts(6-12) or Wayne School of Engineering (6-13). Because of this, underrepresented students attend schools in high economically disadvantaged areas and outlying rural communities have large numbers of Multilingual Learners (ML). Due to the diversity of our demographics, WCPS AIG programs will use more local and site based data to begin the screening and referral process. Each school's data will be used to determine the talent pool.

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

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

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

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

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	18.18%	5.08%	6.28%	---	10.75%	---	14.62%

Male	19.80%	<5%	6.39%	---	7.67%	---	15.32%
Total	19.00%	<5%	6.34%	---	9.20%	---	14.99%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

Each school site will implement and monitor the following:

- Screening and identification process is executed consistently during the first testing cycle in the fall and the second testing cycle in the spring of a school calendar year. This timeline will precede the NC AIG headcount that takes place each semester.
- Each school within the district has a specialist who carries out the process until completion.
- Each initial identification record or addendum is reviewed by the AIG Coordinator for consistent process and to ensure all criteria have been both explored (locally and nationally) and met.

Student AIG records are kept in two locations. The original AIG Student Record (AIG folder) is housed at the student's current school site and a copy of the AIG Student Record is housed in the Academically or Intellectually Gifted Program Suite in the Exceptional Children Department at Goldsboro High School. Record audits and transfers to feeder schools or lottery schools are conducted at the end of each school year.

* Practice E

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

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

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

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

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

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

AIG specialists hold annual "Beginning of the Year" meetings with teachers and school personnel during grade level meetings, PLCs, or staff meetings. During this meeting, AIG specialists go over the nomination process, identification criteria and time lines, the tools and data used for identification and identification area(s), as well as the teacher/nominator's role/responsibilities in the 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.

WCPS documents all steps of the identification process.

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

- a Screening Request Parent letter that asks for permission to evaluate student information and test data. Included with the letter is information regarding due process procedures.
 - an informational checklist that illustrates the process of using multiple indicators of giftedness considered for eligibility for gifted services. This includes data for student achievement, student aptitude, student interest, student performance, student motivation, and observation of the student for gifted characteristics and anecdotal information in order to create a profile of the student.
 - an invitation to a conference for the parents to review any and all data and evidence used to recommend initial placement and develop the student Differentiated Education Plan.
 - an initial placement record that provides the AIG Site Team recommendations for service, service options, and parental consent for placement. It provides the dates for the initial DEP and annual review. This form is reviewed as a whole within the record for compliance and initiated by the AIG coordinator.
 - Site Team minutes are also housed in the AIG Student Record that are signed and dated by the Site Team members, the school administrator, and AIG Specialist.
 - Off grade level testing, achievement testing, aptitude testing, gifted behavior scales, student DEPs, and annual review are also housed in the AIG student record.
 - Transfer paperwork from previous districts/evidence of a prior identification are placed in the AIG Student Record as a source of placement information.
- Original AIG Student Records are housed at the student's current school site, a copy is housed at the AIG Program Services Suite.
- Records are reviewed annually. During transition points, parents review the record and initial any changes in the DEP.

*** 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.

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

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

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

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

Individual Differentiated Education Plans (IDEP) are developed for students who are identified in grades K-3, may also have an Individualized Education Program (IEP) already in place, is profoundly gifted, or intellectually gifted.

The IDEP is written to accommodate each student's individual needs. The IDEP will address:

- needs for academic accommodations and/or acceleration
- ways to address intellectual needs in the general education classroom
- any social and emotional needs and behavioral needs
- any change in educational environment
- testing accommodations
- access and opportunities for enrichment and extracurricular options that are available based on interests and demographics.

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

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

* Ideas for Strengthening the Standard

- Professional development on Infinite Campus and developing DEPs within the new student information system
- Investigate testing windows

- Investigate grade level testing

Planned Sources of Evidence

* AIG Talent Pools
* AIG Screening Request Forms (Student, Parent)
* AIG Student Record Forms (AIG 1-4)

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

* Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

WCPS AIG delivers programs and services to gifted learners across all grade levels. Services are aligned to the areas of identification and need as addressed through the student's Differentiated Education Plan (DEP). DEP information is shared with teachers, counselors, and administration upon development and at transitions between grade and grade level spans. Each teacher reviews the DEP annually and recommends service(s) for the upcoming year. This is documented on the AIG 5 Annual Review form and kept on site as well as our central location.

K-3 Services:

- Early Entrance to Kindergarten: If a student enters kindergarten early under the criteria of North Carolina's Early Entrance to Kindergarten law, NC General Statute 115C-364(d), the student will be placed in a talent development group through nomination of their teacher or AIG specialist. This will give the AIG teacher and specialist an opportunity to develop a plan, if needed, to provide differentiated services for the student through differentiation of content, continued talent development, or screening, referral, and identification.
- NET (Nurturing and Enriching Talent) Group is a talent development program for students who are not identified as AIG but show a need for enrichment and advanced critical thinking skills.

In grades K-3, NET groups are formed through teacher nomination guided by a set of criteria and a checklist of gifted behaviors. Small groups receive direct differentiated instruction that focus on critical thinking skills and content enrichment including, but not limited to, Primary Education Thinking Skills (PETS), Advanced Learning Lab, and 95% Phonics. Groups may be fluid as students begin to emerge academically or intellectually. Groups are formed through teacher nomination and talent development checklists including but not limited to UStars and Renzulli Gifted Behavior Scales.

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

Fourth and Fifth grade Services:

- Administrators are encouraged to cluster group AIG students together based on their AIG identification in order to make service delivery consistent and challenging.
- Classroom teachers are the source of service delivery where differentiation for identified students is based on the DEP, readiness, and interests.
- NC Standard Course of Study may be compacted or accelerated for AIG students in cluster groups or on an individualized basis.
- AIG specialists support classroom cluster groups through push in, co-teaching, model lessons, and lesson planning to provide depth, complexity, rigor, and acceleration. AIG Specialists maintain Google Classrooms for students and teachers to offer resources and differentiation for their grade span.

- AIG specialists, based on school data and economic need, design outreach opportunities for students in all schools in order to enrich academic experiences. (An example: NC Aquarium programs that are hands-on learning are brought into the school to support curricular understanding, promote curiosity, and provide access and opportunity for real world learning).
- AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.
- Grade acceleration, subject acceleration, EC transition or exits and site based responsive programming are implemented by the AIG Site Team that includes the AIG specialist, teacher, guidance counselor, and administrator. Policies for each are provided system wide and followed across all grade levels and schools.

Sixth - Eighth grade Services:

- Administrators are encouraged to cluster group AIG students together based on their AIG identification in order to make service delivery consistent and challenging. If a student makes a level 5 in math, students are placed in the highest math course available unless a parent or guardian requests that the student be removed.
- Classroom teachers are the source of service delivery where differentiation for identified students is based on the DEP, readiness, and interests. Subjects such as math and reading shall be aligned with the DEP or an academic blueprint that guides course acceleration or defines a pathway.
 - AIG specialists support classroom cluster groups through push in, co-teaching, model lessons, and lesson planning to provide depth, complexity, rigor, and acceleration. AIG specialists maintain Google Classrooms or Canvas for students and teachers to offer resources and differentiation for their grade span.
 - AIG specialists, based on school data and economic need, design outreach opportunities for students in all schools in order to enrich academic experiences. (An example: NC Aquarium programs that are hands-on learning are brought into the school to support curricular understanding, promote curiosity, and provide access and opportunity for real world learning).
 - AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.
 - AIG specialists and high school counselors provide insight on college and career planning, access to opportunities outside of school, specially designed schools, and building a complete learner profile.

High School Services:

- DEPs, academic blueprints, and/or four year plans are developed to ensure access to honors and AP courses, dual enrollment, online schools, and/or specialized schools. If a student makes a level 5 in math, students are placed in the highest math course available unless a parent or guardian requests that the student be removed.
- AIG specialists, teachers, and counselors work together to design interventions for AIG students with social and emotional issues that inhibit academic or personal growth.
- AIG specialists and high school counselors provide insight on college and career planning, access to opportunities outside of school, specially designed schools, and building a complete learner profile.
- AIG specialists maintain Google Classrooms for students and teachers to offer resources and differentiation for their grade span.

The integration of LEA resources include:

- AIG being an active partner in the Autism Task Force in order to educate general education teachers and AIG specialists on the needs of our twice exceptional students as well as provide academic and behavioral support to our AIG Autistic and twice exceptional students
- AIG participating in Curriculum & Instruction department meetings when applicable
- AIG participating with Title One in parent education days and data dives for our underrepresented populations

- AIG participating in IEP Chairpersons meetings to update on policies for twice exceptional students, identification, and services
- AIG presenting the characteristics of preschool aged gifted students to our local Child Development Centers (CDCs), Smart Start, More at Four, Wayne Action Group for Economic Solvency (WAGES) and Partnership for Children for staff and administrators. During this professional development, we also present NC statutes and processes for Early Entrance to Kindergarten.
- AIG partnering with CTE to support, advocate and initiate student enrollment in Honors, Advanced Placement (AP), and CTE coursework that leads to certification and early degree completion.

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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.

WCPS and the AIG program utilize system wide social and emotional learning (SEL) curriculums such as, but not limited to, Character Strong in grades K-8. AIG students are part of school and district wide SEL models and are provided with the same resources as general education students in grades 9-12.

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

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

Specialists share with both elementary school and middle school AIG teachers professional development and a gifted curriculum that focuses on the social and emotional needs of gifted learners. The AIG teachers use those lessons created that focus on the social and emotional needs of gifted learners in their classroom. Topics include, but are not limited to, bullying, brain development, adolescence, stress management, perfectionism, growth mindset, and goal setting.

- utilize school AIG Site Teams (comprised of the AIG specialist, guidance counselor, a former or current teacher, and an administrator) to address AIG student academic, intellectual and social and emotional needs to determine a plan of action
- coordinate with guidance counselors to assess extent of student needs
- provide professional development to administrators, teachers and/or parents about specific social and emotional needs of gifted student for each grade span. These include but are not limited to, bullying, brain development, adolescence, stress management, perfectionism, growth mindset, and goal setting.
- provide AIG students with whole group, small group, or individual lessons on how to recognize, manage, and understand their unique social and emotional needs based on their academic or intellectual characteristics
- provide targeted professional development to schools if systemic social and emotional needs are apparent in AIG groupings (ex. cutting, self-mutilation). Based on severity, established professional mental health care providers, school psychologists, or physicians who partner with EC/AIG may be asked to provide information, strategies, or interventions.

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

- Teacher makes contact with the parent to discuss any needs or issues of the student
- AIG Site Team (comprised of the AIG specialist, guidance counselor, a former or current teacher, and an administrator) define and address AIG student academic, intellectual and social and emotional needs to determine a plan of action
- Based on parent input, the AIG specialist or school counselor may conference with the student
- Counselor or AIG specialist will make recommendations for strategies to the student and parent in addition to the AIG Site Team recommendations or plan being shared
- Based on need for further counseling, a recommendation will be made for services to a school counselor, school psychologist, established mental health provider or outside services

OR

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

OR

Peer(s) make contact with a school counselor, AIG specialist, teacher or trusted individual to report a concern or need for other gifted student(s)

- Peer interview to initiate student conferences
- Based on need for further counseling, a recommendation will be made for services to a school counselor, school psychologist, established mental health provider or outside services.

WCPS currently works with Yelverton Educational Services (YES), Pride, Goldsboro Psychological, and UNC Wayne to provide mental health services.

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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.

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

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

Within the instructional setting of the LEA, services are integrated into the structures of each academic area. AIG specialists help plan and provide professional development to teachers, counselors, and administration on AIG student test data across the LEA and in each school site, what and how areas of instruction can be differentiated or developed to provide instructional opportunities for growth, and provide insight on how WCPSS policies provide for the AIG student.

Services among our underrepresented populations are strengthened and ensured through:

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

WCPS AIG resources are used to provide:

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

*** Practice D**

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

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

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

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

*** Practice E**

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

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

- information about how find AIG student information in PowerSchool and cumulative records
- why, how, and when differentiation of AIG students should take place
- the development of the AIG Student DEP
- the teacher plan for DEP implementation

- dates for AIG student performance monitoring (AIG quarterly reports)
- timeline for AIG student screening, referral, and identification
- tentative dates/ topics for AIG PD or PLCs

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

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

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

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

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

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

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

* **Practice F**

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

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

- AIG student lists with identification and service needs (DEPs)
- An overview of how to find AIG student information in the Student Information System and AIG records. The AIG record contains the student DEP, the previous year's annual review and quarterly reports that detail differentiation and service in the subject area.
- A "Beginning of the Year AIG Packet" that includes information on identification, services, and student needs

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

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

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

- Teachers will develop a Differentiated Education Plan based on student's identification and content needs.
- Parents will receive an invitation to a conference in order to discuss changes in service options and programming.
- At this meeting, program differences, grade level expectations, and course options will be developed and implemented.

Key transition points include but are not limited to:

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

* **Practice G**

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

WCPS AIG Program serves gifted individuals who show extraordinary need beyond what our current DEP service options provide on a case by case basis. As these students are rare in our demographic area, we often serve these students individually with AIG specialist support and with an altered or individual DEP (IDEP) to meet their needs. IDEPs are written with the parent, student, teacher(s) and specialist. IDEPs must be reviewed by the site administrator and the AIG Coordinator.

Content Compacting

Based on NCGS 115C-81.36., content compacting for students who have made a level 5 or higher in math must enroll in an advanced offering for their grade.

Grades 3-5

Grade level content may be compacted by using a system wide compacted pacing guide and/or support from the AIG specialist to design and deliver content based on pre testing unit concepts, identifying potential content gaps, and designing tools to compact existing content.

Grades 6-8

WCPS Advanced Math Placement Criteria for Middle School is as follows:

Compacted Math Grade 6:
Scored a Level V on their 5th grade End-of-Grade (EOG) Test

or
an EVAAS probability of a Level IV on the Math 1 End-of-Course (EOC) Test of 70% or higher and scored a Level IV or higher on the 5th grade End-of-Grade (EOG) Test.

Compacted Math Grade 7:
Scored a Level V on their 6th grade End-of-Grade (EOG) Test

or
an EVAAS probability of a Level IV on the Math 1 End-of-Course (EOC) Test of 70% or higher and scored a Level IV or higher on 6th grade End-of-Grade (EOG) Test.

Compacted Math Grade 8:
Scored a Level V on their 7th grade End-of-Grade (EOG) Test

or
an EVAAS probability of a Level IV on the Math 1 End-of-Course (EOC) Test of 70% or higher and scored a Level IV or higher on 7th grade End-of-Grade (EOG) Test

Students who enroll in WCPS grades 6-8 and can provide a state level math test at the time of registration or prior to a math compacted course will be considered if they have a 80% percentile rank or higher on the math assessment to be enrolled in the advanced course.

Grade or Subject Acceleration

AIG district leadership and AIG specialists will work with principals, as requested, to develop acceleration plans and options for highly gifted students.

- A student must be enrolled in a WCPS school in order to be evaluated for any type of acceleration (grade or subject area).
 - This pathway may include testing and evaluation using the Iowa Acceleration Scales, student interview, teacher recommendation, and student trend data to assess the need for grade acceleration. Typically, AIG specialists work within the school setting with teachers and administrators to gather this data in real time.
- This process may take place within the first twenty days of a grade or first ten days of a semester, upon entry from a new system, or after a family/military placement.
- Student grade assignment will be determined after all data is evaluated and the student/family have been counseled on the effect of grade acceleration upon extracurricular activities, eligibility for student athletics, certifications and potential scholarships.
- Subject or grade acceleration plans will be written or amended in the student differentiated educational plan (DEP) or an individual differentiated educational plan (IDEP).

Content/Course Replacement

AIG district leadership and AIG specialists will work with principals, as needed or recommended, to assess and assist in locating rigorous or requisite courses and options for highly gifted students.

- A student must be enrolled in a WCPS school in order to be evaluated for any type of evaluation for content replacement
- This pathway may include but is not limited to:
 - testing and evaluation using the Iowa Acceleration Scale,
 - student interview
 - teacher recommendation
 - student trend data to assess the need for content replacement.
 - content interest/experience

Typically, AIG specialists work within the school setting with teachers and administrators to gather this data in real time. Content/Course Replacement may include: Cross grade level courses (3-8)

- Varied pre-requisite content options (8-11)
 - Use of virtual platforms such as Apex, NCSSM, NC Virtual Public School, Wayne Community College online
 - Content/Course Replacement plans will be written or amended in the student differentiated educational plan (DEP) or an individual differentiated educational plan (IDEP).

Early Entrance to Kindergarten

WCPS AIG program strictly follows the NC General Statutes for Early Entrance to Kindergarten (EEK) with no added restrictions. The following information includes steps for parents to determine if their child is ready to start kindergarten under NC General Statute 115-364(d). Parents are asked to answer/self assess and follow the steps after each section of the statute is explained.

According to North Carolina General Statute 115C-364(d):

A child who has passed the fourth anniversary of the child's birth on or before April 16 may enter kindergarten if the child is presented for enrollment no later than the end of the first month of the school year and if the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and that the child has the maturity to justify admission to the school. The State Board of Education shall establish guidelines for the principal to use in making this finding.

* Although the Entry Date to Kindergarten has changed to August 31, the Early Admittance date remains April 16.

- This means that a child must be 4 years old on or before April 16 to be considered for Early Admittance to Kindergarten. If a child turns five years of age after August 31, and s/he is gifted and has the maturity for a full-day kindergarten year, then the principal may consider each child based on student aptitude, achievement, performance, student behavior/interest, and motivation.
 - The parent is responsible for having the child tested for student aptitude and achievement, of which the child must score at the 98th percentile or above on both tests.

- Parents are advised to seek additional details and requirements for early admission through the North Carolina State Board of Education website: <http://sbepolicy.dpi.state.nc.us/apa.aspx> for the StateBoard Policy: HSP-J-OO1

Parents are asked to answer/self assess and follow the steps after each section of the statute is explained.

EEK Step 1:

- Is it after April 16 and is your child 4?
 - Will your child be 4 after August 31?
 - Is your child able to work at a level 1-2 years above other children his age?
 - Is your child independent?
- If yes, go to Step 2, if you answered no to any of these, do not proceed.

Information Submitted by the Parent for Criteria:

To be considered for Kindergarten at the age of 4, the parent/family of the child must gather specific information on that student and take it to the principal of the school the child would attend for review.

This information includes:

Aptitude: 98% total composite on one of the following tests administered by a licensed psychologist: StanfordBinet, The Wechsler Preschool and Primary Scale of Intelligence, the Kaufman Anderson, or any other comparable test. If a student has less than a 98% total composite on this test, they will not be considered for placement in Kindergarten. The parent is responsible for this testing.

Achievement: 98% in reading or math on one of the following tests administered by a licensed psychologist: 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. The parent is responsible for this testing.

Performance: 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 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 is responsible for providing the samples.

Observable Student Behavior: Two recommendation letters with specific documentation of physical and social maturity from preschool teachers, child care workers, pediatricians, or others who have direct knowledge of the child. Useful documentation checklists include the California Preschool Competency Scale, the Harrison Scale, or any other comparable scale of early social development. The child shall demonstrate social and developmental maturity sufficient to participate in a structured setting for a full school day. The parent is responsible for providing this documentation.

Motivation to Learn/ Student Interest: 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. This will be conducted at the school by the principal or a person that is assigned by the principal.

Parents are asked to answer/self assess and follow the steps after each section of the statute is explained.

Step 2:

Make an appointment for testing with a private psychologist. Make her aware that the testing is for early entrance to Kindergarten. The parent is responsible for this testing. If the child does not make 98% on the total composite of the test, do not proceed. If the child makes 98% on testing, begin to gather the rest of the information needed and give it to the principal of the school in your district. The principal will make the final determination on entrance. Be aware that the principal still has the right to deny a student even if all of these criteria are met.

Principal/Site level administrator Requirements:

The parent is responsible for making sure that the information required by the North Carolina General Statute 115C-364(d) is given to the principal within the first 30 calendar days of the school's instructional year (or before the school year if testing has been completed). All testing shall be administered after the April 16th that follows the child's fourth birthday. If testing is done before April 16, the testing will be invalid. The principal shall decide whether to grant the parent's request for enrollment within three weeks after receiving this information.

Academically or Intellectually Gifted Status:

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.

Step 3:

Take all information to the principal within the first 30 days of school. The principal may call for a student interview to help determine placement. Be aware that the principal still has the right to deny a student even if all of these criteria are met.

Credit by Demonstrated Mastery (CDM)

North Carolina State BOE Policy GCS-M-001.13) states that:

"Credit by Demonstrated Mastery is the process by which LEAs shall, based upon a body-of-evidence, award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time."

Credit by Demonstrated Mastery (CDM) is a way for highly advanced students to benefit from subject/course level acceleration as opposed to whole grade acceleration or grade skipping. It allows a student to earn credit for a course without completing the traditional seat time if the established criteria is met. "Mastery" is defined as a student's command of course material at a level that **demonstrates a deep understanding of the content standards and application of knowledge**.

The process consists of two phases:

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

CDM Timeline:

- Students apply for CDM—Applications will be issued and accepted four weeks prior to the upcoming semester or school year. Parents and students must sign a CDM Family Agreement that outlines the process for CDM as well as the criteria to complete Phase 1 prior to testing. Parents and students must agree to or acknowledge the following:
 - must earn a minimum of 94% accuracy on the local exam to continue with the CDM process or a Level V “superior” scale score on the appropriate state assessment, EOC.
 - only have one attempt at the exam.
 - Prior to the exam, the student may review the content standards for the course or subject area that I seeking to demonstrate mastery at www.ncdpi.edu
 - If I earn the appropriate score, I will move on to Phase 2. If not, I will not have the opportunity to earn CDM for this course.
 - In Phase 2, I will create an artifact that reflects a deep understanding of the content standards, including the ability to apply the skills and knowledge expected at the end of the course.
- o The school may require a presentation, project, or interview as evidence of my abilities.
 - The CDM Review Panel will make a recommendation if I can earn CDM. If I am successful, I will earn a “Pass” on my transcript toward graduation.
 - No grade or quality points will be granted and the “Pass” will not be included in my GPA.
 - I understand that I will meet with a CDM Panel member (s) to discuss the process and long-term implications.
 - My parents/guardians and I will be allowed to file for grievance if we do not agree with the decision of the team.
- Assessment Phase #1: Standard examination (94% or higher), EOC is determined by a scale score, CTE scale score 93%
- EOC(s) take place during the NCDPI approved testing window
- Non EOC(s) may take place one week prior to the NCDPI approved testing window or 4 weeks prior to the upcoming semester or new school year.
- Assessment Phase #2: artifacts scored by the CDM review team after passing Phase 1 and two weeks prior to the upcoming semester or new school year.
- requires the student to apply knowledge and skills relevant to the content standards. WCPS may require additional requirements, such as performance tasks or interviews.
- CDM Committee reviews documentation and makes decision

• Parents/Students are notified about decision

• Appeal Process available only to students that reach phase #2 and must be completed in 5 working days.

If the student passes both phases of CDM, the student must enroll in the next level course of the subject tested.

Dual Enrollment

Dual Enrollment/ Career and College Promise Career & College Promise (CCP) is North Carolina's tuition-free dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. In order to be eligible, in addition to other criteria established by institutions of higher education, a student must be a high school junior or senior. High school freshmen and sophomores, who are otherwise eligible, may participate in the Career and Technical Education pathway for engineering technologies, industrial technologies, agriculture and natural resources technologies, or transportation systems technologies certificate and diploma.

College Transfer Program

(Juniors/Seniors):

- Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test
- Good discipline record
- Career and Technical Education Program (Junior/Seniors):
 - Have an unweighted GPA of 2.8 on high school courses or demonstrate college readiness on an approved assessment or placement test or have the recommendation of the high school principal or his/her designee
 - Good discipline record Career and Technical Education Program

(Freshmen/Sophomores): Limited pathways: Engineering, Industrial, Agriculture and Natural Resources, Transportation System Technologies

- Have passed NC Math 1 with a grade of "C" or better
- Scored level 3 or better on the NC Math 1 EOC assessment
- Scored level 3 or better on the 8th grade ELA EOG assessment
- Good discipline record

All participants must provide their own transportation to the Wayne Community College campus.

Application Procedure:

Students interested in participating in the CCP program should contact their school counselor for application procedures. Once a student is registered for the program, they must submit a copy of their Wayne Community College schedule to the high school counseling office at the beginning of each semester. Participants are not to drop WCC classes without permission from their high school counselor. Students who withdraw, drop, or fail to attend a college course may be placed in a course at their high school if necessary; transcripts may reflect these withdrawn or dropped courses

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

WCPS AIG provides young students in grades kindergarten through third with opportunities for talent development and enrichment through a process identified as NET (Nurturing and Enriching Talent). By “casting a larger NET” we hope to cultivate the mindset that our youngest students may have natural academic or intellectual gifts that emerge at an early age.

Cultivating potential in primary grades consists of K-3 talent development groups that are constantly changing based on student interest and academic needs. At the beginning of each school year, teachers are trained on the characteristics of gifted students and then asked to monitor all students K-3 for characteristics demonstrated on an observational data instrument. Data collected is shared with the AIG specialist who will form groups of students based on academic, intellectual, and interest based potential. Over time, the groups of students may change as needs or interests change. By doing this, specialists may develop potential, nurture critical thinking, and challenge broad interests.

The K-3 program focuses on developing the academic and intellectual potential of all students.

- * **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.

WCPS AIG monitors the programming of all district schools in order to ensure that all populations have an inclusive DEP, are intentionally placed for service, and can access coursework that is offered within the district regardless of onsite availability. Students who have been served through talent development programs (K-3) or have been a part of the top ten percent talent pool will continue to have the opportunity to receive talent development programming or access to advanced academics (4-12).

WCPS AIG provides professional development and AIG student data responsive to the needs of each school site and its unique population in order to offer advanced learning opportunities in grades 4-12. In schools where the population of advanced students needing advanced courses is less than five, students may be offered alternative coursework or environments via virtual classrooms or through independent study under the guidance of faculty or an AIG specialist. Site teams may determine service options for underrepresented populations outside the traditional service options for cluster grouping, cross grade grouping, subject grouping, and dual enrollment. At times, students may access alternate coursework via Apex, North Carolina Virtual Public Schools (NCVPS), North Carolina School of Science and Math (NCSSM), Google and virtual classrooms.

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

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

Talent development opportunities are offered to students in grades 4-12 who have not been identified but show potential for advanced coursework, have entered the school system from another system, charter, or homeschool situation until an initial placement is made, or are in a transitional situation that does not allow time for placement. Talent development or advanced academic opportunities will remain in place for students in grades 4-12. Participating in this model, students will have the opportunity to frontload skills that may enhance their knowledge of academic areas, participate in problem based learning, and become familiar with testing situations.

*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Extra-curricular activities and outside programming opportunities are encouraged across the district for students. WCPS continuously seeks new ways to involve our students in competitions and the community. Information about these opportunities can be found:

- WCPS AIG Website
- Mailings/Notes home
- Parent/student meetings

WCPS promotes the following extra curricular programming during the school day where available:

- Programs and demonstrations with outside educational vendors and local IHEs (ex: Ag Day hosted by University of Mount Olive, AeroSpace Day on Seymour Johnson Air Force) Open to all grade spans and schools
 - Robotics, Battle of the Books, History Bowl. All grade spans have divisions.
 - Club Days based on interest and/or leadership potential
 - Student Government Associations
 - National Elementary Honor Society
 - National Jr. Honor Society (Middle School)
 - National Honor Society (High School)
- WCPS promotes and/or partners with the following extra curricular programming outside of the school day to ensure opportunities where available:
- STEM Nights, STEM Summer Camps, Audio/Video Adventures Summer Camp, Arts Camp, STEM Adventures, Career and Arts Camps
 - Stage Struck, Paramount Theatre, Wayne County Council of Arts, Wayne County Public Library programming (Poetry and Art Competitions), Reader's Theater and Storytime performances sponsored by Wayne County Literacy Connections
 - Partnership with Between the Lines Bookstore to provide educational seminars and host Mad Science Days and Summer Camp
 - North Carolina State Science and Engineering Fair, Physics Day, Carowinds
 - Quill writing competitions
 - Choral and Band Days, Busch Gardens

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

Planned Sources of Evidence

* Talent Pools
* Academic Blueprints
* Student DEP/I/DEPs, records, transition paperwork,

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

Standard 3: Differentiated Curriculum and Instruction

Wayne County Public Schools (960) Regular Local School District - FY 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.

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

WCPS AIG works with educators in PLC's to supplement the knowledge base of gifted practices in order to differentiate for gifted/high ability learners, how to use NCSOS resources that may already be available but overlooked in the general education introductions (HMH, Advanced Placement guides as models for off grade level advanced units).

Professional development is created, implemented, and offered continuously in order to support lesson development to include acceleration and extension of the curriculum. AIG specialists work with teachers to plan and provide days of enrichment through outreach programs like the North Carolina Aquariums, North Carolina Museum of Natural History, NC State Centennial Campus, and private educational vendors such as Poetry Alive and The Globe Theatre in Asheville, North Carolina.

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

Specialists and AIG Contacts plan and model appropriate differentiation strategies in the classroom, small group, or cluster settings. AIG specialist push-in to support classroom teachers' efforts to extend curriculum in planned units and problem based lessons.

WCPS protects learning communities for the purpose of gathering and analyzing data to develop specific instructional time aligned with instructional needs or extensions and enrichment of the NCSCOS.

*** Practice B**

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

Data from multiple sources that may include STAR reading, STAR math, benchmarks, iReady, mClass, Major Clarity, interest surveys and EVAAS data is analyzed in order to plan and implement instructional practices to meet the needs of individual gifted students. The culmination of this data and the student DEP provide a student profile that is used to address learning needs at all grade levels.

- WCPS AIG Specialists provide guidance on the process of planning, implementing, enriching, and accelerating the curriculum during professional learning communities (PLCs) on each site that is responsive to the AIG student data gathered.
- WCPS AIG Specialists provide support, resources and examples of differentiation as it relates to the curriculum and continues to research diverse learning practices.

- WCPS AIG continues to train teachers system wide on instructional practices and strategies for gifted and provide teacher support within the classroom in the form of modeling.
- WCPS AIG utilizes instructional strategies based on content, student readiness, and skill. These strategies include but are not limited to curriculum compacting, scaffolding, tiered assignments, problem based learning (PBL), student choice activities, independent learning contracts, critical thinking skills, Paedia, and differentiated units.
- WCPS AIG furnishes resources to teachers upon request for specific curriculum needs as budget allows.
- WCPS AIG secures agencies, outreach from universities, NC museums and aquariums, our military, and medical facilities to bring real world and hands-on learning experiences to students.

* **Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

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

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

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

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

- Local and State Outreach Programs (when funding allows)
- Contracted Instructors (when funding allows)
- Research based ancillary texts, centers, games, and activities
- William and Mary Units (College of William and Mary-a public research university in Virginia)
- Conklin Higher Order Thinking Skills
- Teaching Gifted Kids in the Regular Classroom
- Jacob's Ladder
- Projected Based Learning for Gifted Students
- AIG specialist packet/toolboxes developed for their schools based on contextual need, depth, and complexity that incorporate evidence based learning strategies
- AIG Specialists participate in site based, grade and subject level meetings, 504, and Formative Behaviour Assessment meetings to gather information and monitor social and emotional needs of AIG students.

- AIG Specialists and teachers share resources that provide targeted methods to address the specific/unique needs of gifted students.

*** 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.

The integration of durable skills for AIG students has been developed and delivered by AIG specialists and shared through PLC groups and professional development, teachers and support staff were taught how to integrate critical thinking skills and leadership skills into lessons and the classroom setting. Through modeling, AIG specialists at school sites led students and teachers through lessons and problem based scenarios to build creativity, communication and collaborative skills.

However, there is a need for a more targeted approach. Based on responses from teachers across the district during AIG teacher focus groups, the depth of understanding durable skills in the sense of lesson development is needed. Using resources from the Portrait of a Graduate clearinghouse, WCPS will develop and/or provide resources to:

- support the implementation of rubrics, “I Can Statements”, and performance tasks (Year 1,2)
- promote adaptability through flexible learning environments (Year 1 with Admin, (Year 2,3 teachers and stakeholders)
- promote and protect time with like minded peers in the classroom and/or with the AIG specialist (Year 1-3)

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

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

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

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

*** Practice F**

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

WCPS AIG specialists, teachers, and Curriculum and Instruction specialists work together to develop and provide a differentiated and rigorous curriculum.

Specialists meet weekly to develop lessons that are targeted to AIG student data, areas of identification, and current content goals. These lessons may be shared with teachers for further development or delivery. Specialists and teachers work collaboratively during weekly school visits to determine curriculum that

needs differentiation for individual students, small groups, grade level(s) and/or across subject areas. In such cases as subject acceleration, spiraling or curriculum compacting, specialists, teachers, and Curriculum and Instruction specialists often work together to ensure gaps in learning are not detrimental and access to continued curriculum is available.

Administration, teachers, AIG specialists and the AIG Coordinator collaborate on student acceleration and instructional options and opportunities for highly gifted students to ensure that curriculum delivery is appropriate, implemented with fidelity, and can be continuous within the district and community.

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

* Ideas for Strengthening the Standard

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

Planned Sources of Evidence

- * Teacher DEP for planning
- * PD dates/goals/completion roster for teachers
- * PD dates/goals/completion roster for administration

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

Standard 4: Personnel and Professional Development

Wayne County Public Schools (960) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

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

The role of the WCPS AIG Coordinator is to ensure educationally appropriate services to gifted students while adhering to Article 9B of the North Carolina State Government General Statutes (115C-150.5-150.8). Additional responsibilities are as follows:

- Plan, develop, implement and monitor the WCPS AIG program
- Ensure system-wide implementation of the Local Plan and accountability of the AIG Program
- Communicate with schools, outside agencies and others regarding AIG program policies, procedures, and concerns
- Serve as a liaison between the AIG Program, Central Office, and the Leadership Team
- Represent the WCPS AIG Program at local, regional, state, and/or national meetings
- Supervise AIG Specialists
- Establish and maintain a program budget, review AIG allotments and purchasing of AIG equipment and curriculum materials
- Maintain and disseminate data on identified AIG students to include an accurate Child Count program data
- Coordinates with administrators and Human Resources in the hiring of AIG personnel
- Plan and provide professional development for AIG Specialists and personnel involved in the education of gifted students
- Interpret program goals and objectives to system personnel
- Advocate for the Gifted Program

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

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

- AIG Specialists advocate for gifted students and programs. They meet with Site Teams to initiate, develop, and help maintain student identification, Differentiated Education Plans (DEP), and student growth. Upon request, AIG Specialists model differentiated classroom strategies in whole group/small group settings and develop the talent of high ability K-3 students through NET (Nurturing/ Enriching Talent Development) group instruction.
- AIG Specialists provide all testing, evaluation, and data summaries for student identification
- AIG Specialists, when needed, help in the referral process for students with severe/ongoing social/emotional needs that respond to their unique characteristic and perspectives to gifted identification and/or educational services (examples may include: perfectionism that inhibits performance, imposter syndrome, anxiety, academic peer pressure, etc.)
- AIG Specialists provide support to the Curriculum and Instruction department during site level initiatives that involve student advancement, student growth, and professional development for differentiation
- AIG Specialists provide both direct and indirect instruction to students at all grade levels based on student need and teacher request. This may include, but is not limited to NET groups, small group instruction, push in/co-teaching, planning and unit development

*** Practice C**

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

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

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

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

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

Teachers who serve gifted students will attend and/or participate in a minimum of four gifted education professional development sessions per school year covering best practices in gifted education. This professional development will be in response to site level needs through the analysis of data, teacher survey results, and administrative requests.

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

*** Practice D**

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

Based on system, school, and student data, 60% of our elementary and middle schools are cluster grouping AIG students with teachers who are licensed, have met or are in the process of meeting WCPS AIG professional development requirements. High schools continue to place students according to subject area selection with teachers who are trained in the content area.

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

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

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

*** Practice E**

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

All WCPS AIG teachers are general education teachers that teach AIG cluster groups within the classroom or advanced/honors curriculum. Teachers who show an interest in becoming certified are offered support through various strategies. AIG specialists, who often recognize teachers who identify and understand gifted students' academic and social and emotional needs, recruit within the school and district.

- WCPS AIG has developed strategies within the district, through AIG licensure cohorts, and across the state. Strategies include but are not limited to:
- Development of AIG Praxis cohorts per feeder pattern or grade level with in the district
 - Develop and/or partially fund opportunities to participate in AIG licensure through local Institutes of Higher Education programs when available
 - Work within Teacher Cadet programs in our local high schools to present elements of differentiated instruction, recognizing gifted learners, and supporting potential in early learners in order to promote gifted education as a future focus area in post secondary education plans
 - Research/Create an "AIG Specialist 101" course to promote skills needed to replace/retain AIG specialists district wide and regionally
 - Encourage site administrators to place gifted cluster groups with teachers currently pursuing or interested in AIG licensure
 - Encourage site administrators to filter potential teachers applicants for AIG licensure, experience in AIG classrooms, and/or honors or advanced placement courses
 -

*** Practice F**

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

Based on feedback from our NCDPI Review comments, professional learning opportunities that have previously included equity and excellence in gifted education embedded in site based and culturally responsive AIG PLCs will be rewritten to focus only on equity and excellence in gifted education or on strategies to support AIG teachers in the classroom.

WCPS AIG has chosen to use the Call to Action Guidebook 2.0.

WCPS AIG will continue to:

- Present new initiatives which involve goals for Twice Exceptional and Multilingual Learners (ML) served by our AIG program to teachers and administrators. Call to Action: Critical Actions to Reach and Teach Students Who are Twice Exceptional and Call to Action: Strategic Actions To Realize Equity and Excellence in Gifted Education for Multilingual Learners will be used.
 - Develop and deliver bi-annual professional development on data driven best practices for cluster grouping and educating gifted students using the top 10% of each school setting for Talent Development in grades K-8
 - Develop and deliver mini sessions during counselor's scheduled monthly meetings on social and emotional needs of gifted students as well as identification and characteristics, and developing data driven talent pools.
 - Develop and deliver mini sessions for IEP chairs and Special Education teachers on twice exceptional students, identification of gifted children, and writing IEP and IDEP collaboratively. Call to Action: Critical Actions to Reach and Teach Students Who are Twice Exceptional will serve as an ongoing resource and referred to as such.

**The term “develop and deliver” does not indicate that this is a new practice. It is intended to ensure that the newest information and research is used and that it is specifically written for its intended audience. This may include some repetition of information as this plan will see a large turnover in administration due to retirement and movement, and a large number of new or beginning teachers).

- WCPS AIG will develop and deliver a minimum of four education professional development sessions based on the six actions in the Call to Action Guidebook 2.0. During this 2025-2028 plan:

- Year 1: An emphasis on Action 1:Reframing our Lens will be developed and delivered to site level administrators, teachers to include Exceptional Children (EC), Multilingual Learners (ML), school counselors, and stakeholders in an effort to change mindsets, answer questions, and make culturally responsive goals.
- Year 2: An emphasis on Action 3:Provide a Range of Services, within the Program and Action 5: Collect and Use Meaningful Data will be developed and delivered to site level administrators, teachers (to include Exceptional Children (EC), Multilingual Learners (ML) school counselors, and stakeholders in an effort to change mindsets, answer questions, and ensure service options exist and meet academic needs based on AIG disseminated data.
- Year 3: An emphasis on Action 6: Provide Focused Professional Learning Opportunities will be developed and delivered to site level administrators, teachers (to include Exceptional Children (EC), and Multilingual Learner (ML) school counselors, and stakeholders in an effort to examine, reflect/assess, and build opportunities for specific populations of AIG educators and students

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

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

Based on trend data from 2022-2024, professional development opportunities will:

- -Address strategies for implementing differentiation of standards in the area of math grades 3-6.
- -Reflect best practices as related to current research in adding depth and complexity to academic content
- -Respond to a site's need for teacher education due to teacher turn over, new teacher numbers or access to available AIG opportunities
- -Respond to AIG Multilingual Learner (ML) student growth data in the area of ELA

Based on district initiatives, AIG professional development opportunities will include:

- Using Digital Competency objectives and how to embed them in professional and classroom learning
- -Developing rigorous or accelerated content within the regular classroom to meet the needs of clustered students as well as general education students
- -Analysis of current policy changes and its effect on AIG students and their pathway through high school and postsecondary opportunities.

Based on teacher survey data, 91% of teachers feel they need more time to share, plan, implement, and reflect on professional development learning. While AIG professional development time is allotted, teachers need more time to synthesize, develop, generate and share best practices in gifted instruction. AIG Specialists meet weekly to plan collaboratively. Annual strategic plan meetings are scheduled to assess the implementation of the strategic plan over an extended period of time.

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

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

* Ideas for Strengthening the Standard

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

Planned Sources of Evidence

* Planning budget	
* AIG licensure PD documents/ goals/ completion roster	

* HR list of teachers with AIG certification, Praxis completion

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

Standard 5: Partnerships

Wayne County Public Schools (960) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

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

Parents/families are invited:

- to meet with the AIG Site team to discuss and develop a Differentiated Education Plan (DEP) in order to meet the academic, social, and emotional needs of the student
- to meet with the AIG Site Team to discuss and develop an Individualized Differentiated Education Plan (IDEP) in order to meet the specific intellectual needs of the student
- to provide input during the annual review of the DEP
- review and provide input during school allocation meetings in which funds are spent to enrich, enhance, or extend curriculum or to provide services in areas of social/emotional needs
- to provide or participate in professional development that is intended for teachers, support staff, and parents
- share community opportunities, when approved, with teachers and support staff that support gifted students academically, intellectually, socially or emotionally

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

*** 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 A/G program and services.

WCPS AIG is an integral part of the community as our students and families are local business owners, committed to Seymour Johnson Air Force Base or farming miles of land and raising livestock. As such, we have endless access to some very specialized opportunities as well as some very close relationships that have differentiated options for A/G students exclusively. These local business partners include, but are not limited to, Goldsboro Pediatrics and its

subsidiaries, Between the Lines Bookstore, and AccuCopy Printing who supports and provides outside programs and communication resources. Herman Park Center (local community park and recreation center) has provided its building as a location to host system wide AIG student conference days on teacher workdays or Saturdays. Goldsboro Housing Authority has partnered with many of our AIG high schools students who have developed and delivered extension or enrichment classes in schools selected by the Goldsboro Housing Authority Board.

Wayne Community College provides a variety of camps and academies, Engineering Camps for qualified high school students, support dual enrollment courses and provides a space and programming for Wayne Early Middle College High School.

University of Mount Olive supports AIG students in providing a variety of camps, visual and performing arts venues for competitions, and some course options.

During the 2024-2025 school year, a partnership between NCCAT and the Wayne County Schools AIG Program was established. 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 meets to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft of a gifted services strategic plan.)

Year Two: Professional learning about gifted programs and services for administrators, specialists, and teachers.

Year Three: Continue professional learning about gifted programs and services for administrators, specialists, and teachers.

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.

AIG Regional leadership creates partnerships to fund and house local regional AIG professional development for AIG leaders and specialists, host the Southeast Regional AIG meetings, and vet testing, professional resources, and potential student opportunities and outreach events.

Our partnership with the North Carolina Association of Gifted and Talented and National Association of Gifted Children has not only provided WCPSS AIG with ongoing professional development virtually and in a conference format but provides parents with podcasts, resources and legislative support.

UNC Wilmington partners with our Southeast region to host AIG conference days for teachers, specialists and coordinators. UNC Wilmington has partnered with WCPSS AIG to provide targeted professional development and online resources to teachers, specialists and coordinators.

*** Practice C**

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

The WCPSS AIG advisory group is composed of the AIG Coordinator, at least three AIG specialists, teacher representatives from all grade span (K-5, 6-8, 9-12) levels, C&I specialists, the military liaison, and parents from each grade span. We invite support staff from the Exceptional Children program and Multi Language Learning program to participate. Invited support staff and community leaders for the WCPSS AIG advisory group often include school guidance counselors from the grade span levels, Wayne Community College liaison, and our partners who offer internships, mentorships, and shadowing.

Developing the AIG Plan:

Advisory members assist in developing the plan by:

- providing insight, input, and interest in the program development and processes used to implement this plan.
- From this group, volunteer parent readers provide a “cold read” of the plan in order to ensure that it is clear, concise, and comprehensive.
- Adding ideas for strengthening based on their knowledge of community opportunities and cultural relevance.

Revising the AIG Plan:

- Provide input on ongoing programming, implementation of programs and resources
- Assess the understanding of educational language within the community to ease understanding and intention of forms, printed communication and website.
- Uses data from surveys and focus groups to develop or brainstorm and create responses, actions, or goals

Monitoring the AIG Plan:

- Provides ongoing reviews of communication and accessibility to the AIG plan and its resources
- Communicate community opportunities that can be added to the AIG Local plan and audit access to outside opportunities
- Ensure community partnerships continue to be viable and accessible

The WCPS AIG advisory group is fluid in its membership as our population changes.

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

* Practice D

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

- Local AIG Plan
- Local AIG program services
- Policies 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.

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

- Hold and embed focus/survey questions into regularly scheduled parent/stakeholder meetings
- Disseminate a published copy of the current AIG plan
- Continue to provide resources for parents throughout the school year
- Publish the AIG Plan, AIG headcount, and due process on the WCPS AIG website

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

Opportunities for AIG students are disseminated via WCPS AIG website, flyers, and student meetings. Paper copies of opportunities are sent home with students, often after a student meeting where the information, the process for taking advantage of opportunity, and the contact person have been discussed. This is important as many students are first generation “risk takers” and/or family translators.

* Ideas for Strengthening the Standard

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

Planned Sources of Evidence

* Revised Local AIG Plan for 2025-2028
* Due Process pamphlets attached to Initial placement documents
* Advisory group dates/agendas

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

Standard 6: Program Accountability

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

*** Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-8 {Article 9B}), 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.

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

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

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

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

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

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

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

*** Practice B**

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

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

Established levels of monitoring:

- AIG Specialists monitor their work and reflect through Professional Learning Communities (PLC)
- Goal setting plans are written by each AIG specialist and shared with colleagues. Monthly calendars and school service logs are developed to provide evidence of service implementation and site needs.
- District Level AIG coordinator oversees and monitors the implementation of guidelines and program progress on an ongoing basis. The AIG coordinator reviews initial placement records as well as monthly calendars and logs to ensure the fidelity of program implementation.
- Stakeholders input is gathered annually through surveys, focus groups, and parent meetings
- Data driven meetings are held at each site with administrators, teachers and students to ensure placement, content and services are appropriate.
- A yearly reporting of program initiatives, identification progress, and professional development is distributed to stakeholders, schools, and published on the WCPS AIG website.

* Practice C

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

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

Funding Goals:

- Retain 034(AIG) funds for gifted students, gifted programming, gifted teaching resources, professional development and AIG program personnel
 - Allot funds appropriately to enhance and enrich AIG programming
 - Continue to allot funds to schools for resources that directly correlate with AIG program standards and differentiated content
 - Share all funding sources with all stakeholders at the beginning and end of the school year
 - Ensure understanding of the allocation of the state funding for stakeholders, administrators, and BOE members
 - Build relationships with Title One personnel in order to retain funds for AIG professional development under the guidelines of ESSA
 - Retain funds to replace retired personnel in order to implement program services and initiatives
- Current funding is used for AIG personnel, general education teachers, school allocations for extension and enrichment of content, outreach opportunities, testing protocols, and CogAT 3rd grade universal testing and scoring

*** Practice D**

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

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

Achievement data is collected annually and analyzed for program placement, recommended course/class placement, and DEP development. Data from all sources across all grade levels will be analyzed and shared with teachers, students, administrators and parents. The process for disseminating data used for AIG purposes within the system is done on site with the AIG specialist and stakeholders. By doing this, school sites that are in low socio-economic areas, have a large ML population, or grade accelerated students, AIG can respond to programming needs and provide support and opportunities.

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

- Gather, analyze and share AIG student growth and achievement data
- Gather, analyze and determine needs of underserved populations
- Utilize graduation coaches to gather dropout data and provide services to underserved AIG students
- Utilize EVAAAS data to analyze student growth and potential course placement or acceleration
- Utilize EVAAS data within the confines of FERPA in reporting annual achievement, growth, proficiency, performance, and course completion/acceleration

*** Practice E**

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

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

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

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

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

Utilizing EVaaS, Infinite Campus, and site based data, WCPS will:

- Analyze demographics and and retention of underrepresented populations
- Monitor all groups with our underrepresented population within the program to ensure access to the site's most rigorous courses/classes
 - Study the referral, identification, and service of underrepresented populations in order to find trends, service needs, and program discrepancies
 - Recommend/Refer underrepresented students for acceleration and special programs outside district lines when needed
 - Examine subgroup populations within talent development groups (K-3), talent pools, service areas and headcounts
 - Analyze trend data in underrepresented populations to determine needs for service
- Participate in Title One and Exceptional Children data analysis to determine trend data and student programming needs

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

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

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

*** Practice F**

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

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

The process for this includes:

- Data maintained through Human Resources is shared with AIG Coordinator at the beginning of each school year to include new hires

- Print out of licensed personnel is review by the AIG Coordinator
- Log of teachers attending AIG on-going PD or involved in IHE add on licensure programs
- Log of teachers who attempt Praxis for Gifted Add On Licensure and their scores

* **Practice G**
Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

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

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

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

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

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

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

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

Disagreements Regarding Referral, Identification, or Services

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

5. The parent or guardian requests a conference with the Academically/Intellectually Gifted Coordinator for Wayne County Public Schools to review the site team and principal's decision.
6. The parent or guardian appeals, in writing, the principal's decision to the associate superintendent.
7. The parent or guardian appeals, in writing, the decision to the Superintendent.
8. The parent or guardian appeals to the Wayne County Public Schools Board of Education.
9. The parent or guardian petitions the administrative law judge for a contested case hearing.
10. If the parent or guardian and the education agency cannot agree on the identification or the services of a child, then a third party can be asked to mediate (talk to both sides about the problem). Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than going to a court hearing. Mediation can occur after the principal, superintendent, or the board has made decisions. If a resolution that is satisfactory to both parties can be reached through mediation, loss of time and effort can be avoided. Mediation, however, cannot be used by either party to delay a hearing by an administrative law judge.

11. § 115C-150.8. Review of Disagreements.

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. 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 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s.18.24(f).)

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

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

In addition to this, if the parent /guardian and/or specialist believes that the student needs to be reassessed at a later time or over a period of time, the initial placement and DEP will indicate that the process is in "Watch and Wait" status. This allows the student to continue talent development services until the assigned date (to reassess) of the "Watch and Wait" period expires. Parents are notified by letter or during a meeting in order to discuss options and the initial placement process will resume to include data gathered during the "Watch and Wait" period. Minutes of these meetings are housed in the student AIG record.

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

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

Process	Procedure
Informed consent for identification	<ul style="list-style-type: none"> * WCPS AIG plan includes a process for parent involvement and consent in the form of a parent letter(Form AIG 1) in the beginning of the screening process. This letter informs the parent of the reasons for: <ul style="list-style-type: none"> -screening the student -reviewing student data and records -and the referral process that leads to the initial placement of the student in the AIG program.
Informed consent for placement	<p>Parents are asked to sign (consent) and return a copy of the letter. A copy of Due Process and Mediation is included in a brochure that explains the process for identification and service that is sent with the parent letter (Form AIG1). Parents indicate the receipt of Due Process information on the returned copy of the letter. After all information is gathered and evaluated for identification, an invitation to conference about identification, develop a DEP, and consent to identification and service is issued to the parent. During this conference, all program questions about identification and service is explained. Parents/Guardians are asked to consent to or decline services with their signature during this conference.</p> <ul style="list-style-type: none"> * Informed consent of placement of student(s) is discussed with parents/guardians during the initial conference. During the initial conference, the following is discussed/developed: <ul style="list-style-type: none"> -evidence gathered to inform placement to include but not limited to test scores, performance grades, motivation, interest, universal screeners, portfolios, extra curricular activities -best academic and physical placement (example: subject/grade level/grouping)
Transfer procedures	<p>Parents/Guardians indicate consent for placement (on Form AIG 2 cont't.) during the following:</p> <ul style="list-style-type: none"> -the initial conference -annual review of the DEP -transition within the program, grade level, or school placement <p>* WCPS AIG recognizes and extends reciprocity to transfer students from NC LEAs, military families, and other public schools within the country as well as international schools. WCPS AIG will determine, during the student DEP annual review process, the most appropriate service options for the student offered within our LEA.</p>
Reassessment procedures	<p>* If, during the assessment of a student for referral or placement, additional or alternate testing is required or recommended for reassessment, the AIG specialist and/or Site Team will determine the best alternate assessment or timeline for the student. Parents/Guardians are notified by letter and during the initial meeting in order to discuss options. Options may include alternate assessment(s) or a watch and wait period allowing a student to acclimate to a new learning environment, transition, trauma, illness or engage in talent development Parents/Guardians consent to reassessment, watch and wait, or decline further assessment (on Form AIG 2 con't) Minutes of these meeting are housed in the student AIG record.</p>

<p>Procedures to resolve disagreement</p> <p>* If, after the initial conference and/or a conference to determine further evidence for placement, a parent or guardian feel action or mediation need to take place, WCPS AIG has an established due process that protects the rights of AIG students, parents and guardians. We will continue to use these practices and procedures as they have been reviewed and approved by WCPS Board Attorney.</p> <p>Disagreements Regarding Referral, Identification, or Services (Use this guide as a step by step guide. Steps are numbered. If a disagreement is not resolved in step 1, proceed to step #2. If a disagreement is not resolved by step 2, proceed to #3, and so on.)</p> <ol style="list-style-type: none"> 1. The parent or guardian requests a conference with the teacher providing the service option. 2. The parent or guardian requests a conference with the Academically/Intellectually Gifted Specialist who serves the school that child attends. 3. The parent or guardian requests a conference with the Academically/Intellectually Gifted Site Identification Team. This team includes the referring or current teacher(s), school counselor, AIG specialist, and administrator 4. The parent or guardian requests a conference with the school principal. 5. The parent or guardian requests a conference with the Academically/Intellectually Gifted Coordinator for Wayne County Public Schools to review the site team and principal's decision 6. The parent or guardian appeals, in writing, the principal's decision to the Executive Director of Exceptional Children or Assistant Superintendent of Student Services. 6. The parent or guardian appeals, in writing, the decision to the Superintendent. 7. The parent or guardian appeals to the Wayne County Public Schools Board of Education. 8. The parent or guardian petitions the administrative law judge for a contested case hearing. 9. The parent or guardian cannot agree on the identification or the services of a child, then a third party can be asked to mediate (talk to both sides about the problem). Mediation is not a procedure required by law but is an attempt to resolve the problem(s) rather than going to a court hearing. Mediation can occur after the principal, superintendent, or the board has made decisions. If a resolution that is satisfactory to both parties can be reached through mediation, loss of time and effort can be avoided. Mediation, however, cannot be used by either party to delay a hearing by an administrative law judge. 10. If the parent or guardian petitions the administrative law judge for a contested case hearing. 11. § 115C-150.8. Review of Disagreements. <p>In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. 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 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s.18.24(f).)</p>	<p>Ideas for Strengthening the Standard</p> <p>Implement internal audits Revise/amend monitoring forms and procedures for site visits</p> <p>Planned Sources of Evidence</p> <p>* Written plan and policies</p> <p>* WCPS BOE approval of the Local AIG Plan</p>
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* Agenda and minutes of ongoing review and practices and procedures

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources		N/A	

Wayne County Public Schools (960) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

07/07/2025 

AIG Related Documents**Wayne County Public Schools (960) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

Type	Required Documents 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 AIG Plan 25-28

Type	Optional Documents Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase	Definition