

Mission/Vision Statement and Funding

Whiteville City Schools (241) 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)

Whiteville City Schools acknowledges that certain students possess exceptional learning abilities and outstanding talents. Recognized as gifted, these students require experiences that are distinct from, yet connected to, the standard classroom environment. It is our responsibility to offer diverse and appropriate ongoing learning experiences and environments that cater to the academic, psychological, and social needs of these learners (Eckert and Purcell, pp. 18-19).

We believe the AIG program should be designed to challenge and engage these students through a multi-dimensional teaching approach. This includes specialized curricula, enrichment opportunities, and the compacting or acceleration of course content. The AIG program across all levels must provide experiences that clearly differentiate gifted services from the regular non-gifted program.

Additionally, Whiteville City Schools recognizes that exceptional abilities are found in students from all cultural backgrounds and economic circumstances, and across all areas of human endeavor. According to Gagne's "Differentiated Model of Giftedness and Talent," natural abilities, such as excelling in various academic fields, are inherent gifts that require development to transform into recognized talents.

The Whiteville City Schools AIG mission is to nurture the exceptional abilities, potential, and strengths of gifted learners through challenging, enriching, and supportive educational experiences.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
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Standard 1: Student Identification
<b>Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>
<p><b>Standard 1: Student Identification</b></p> <p><i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i></p> <p><b>* Practice A</b>  Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.</p> <p><b>THE SCREENING PROCESS</b></p> <p>A broad-sweep screening will occur annually for every third-grade student. Informal screening is available K-12. This screening procedure ensures equal opportunities/access for all students, including minority students, students with disabilities, and students who are economically disadvantaged. Information collected at screening should lead to either automatic placement, further assessment, or to a decision that the student does not require differentiated services.</p> <p><b>K-2 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:</b></p> <p>Screening is an essential process that can be implemented across all grade levels. WCS employs a universal screening approach starting from 3rd grade and continuing through higher grades. This method incorporates activities and assessments that all students participate in for screening purposes. The specific processes vary by grade span:</p> <p>Kindergarten to 2nd Grade: Early identification for Academically and Intellectually Gifted (AIG) students is infrequent but may be necessary to address individual student needs. For students demonstrating performance at least one year above grade level in both reading and math, individual screening through one-on-one assessments may be conducted to determine the necessity of early identification.</p> <p>WCS recognizes K-2 students who exhibit AIG potential through talent spotting and behavioral observations. Each student receives differentiated instruction. The Pfeiffer and Jarosewich Gifted Rating Scale can be used to document a pattern of gifted behavior. Teachers will utilize U-Stars Plus TOPS observational tool to recognize outstanding potential in children. WCS will provide programming services which may include a compacted curriculum, accelerated curriculum, and grade level acceleration as needed. K-2 student's talents are developed by teachers and data is utilized in an effort to document behaviors that reflect advanced learning, motivational characteristics, creativity, leadership, and adaptability.</p> <p>Teachers use a variety of strategies to differentiate and meet the needs of students performing above grade level in literacy and/or math task assessments. Enrichment period is used for talent development.</p> <p>If a transfer student has been served in a talent development program previously, that student will immediately receive Talent Development during the enrichment period.</p> <p><b>3-8 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:</b></p> <p>Whiteville City Schools will conduct a general screening of aptitude of all third-grade students. Using district local norms, students scoring 75% or higher on the screener will be placed in the student screening pool. Using local norms casts a wider net for screening, follow up and tracking of students.</p> <p>Grades 3 - 8 are given the NC Grade 3 BOG/End-of-Grade Assessment in reading and mathematics. Students scoring 92% or above or a level 5 on the 3rd grade BOG, or 92% or above or level 5 on the EOG for two consecutive years will be placed in the Student Screening Pool.</p>

If a transfer student has been identified as AIG in another school, that student will be placed automatically.

### 3 - 8 REFERRAL PROCESS:

The School Review Team will accept teacher, parent, community, peer, and self-nominations. The School Review Team will hold the right to test based on a review of evidence. Placement data will be valid for two calendar years. No evaluations will be repeated on the same student during this two year period.

### 9-12 SCREENING SHOULD BE CONDUCTED AS FOLLOWS:

Students scoring 92% or higher or level 5 on standardized tests such as the End-of-Course will be placed in the Student Screening Pool. If a transfer student has been identified as AIG in another school system, that student will be placed accordingly.

### 9-12 REFERRAL PROCESS:

The School Review Team will accept teacher, parent, community, peer, and self-nominations. The School Review Team will hold the right to test based on a review of evidence. Placement data will be valid for two calendar years. No evaluations will be repeated on the same student during this two-year period.

Students must meet screening criteria to be considered for identification.

### \* 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.

In the K-2 setting, WCS develops potential in students who exhibit gifted behaviors. Each student receives personalized instruction. Services may include a compacted curriculum, accelerated curriculum, grade level acceleration, as needed. Students participate in weekly enrichment and critical thinking learning tasks.

Primary students may be identified as Academically and Intellectually Gifted (AIG) in grades K-2 if there is a body of evidence that indicates a need. The primary student should demonstrate an extreme need for differentiation before being considered for identification.

Primary students must meet the minimum requirements in all of the following to be identified as Academically and Intellectually Gifted (AIG):

- Demonstrated extreme need for differentiation as documented through the Talent Development Program and regular classroom performance.
- 96% or above on a nationally normed IQ/aptitude test administered by a licensed psychologist
- 98% or above in achievement for reading and math on a nationally normed test administered by a licensed psychologist
- Work samples and state assessments demonstrating mastery in reading and math
- Teacher and AIG Review Team recommendation

In grades 3-12, WCS uses six criteria to assess and to develop a comprehensive profile for each student who is being evaluated. Multiple standardized measures, both traditional and nontraditional, that are based on current theory and research are used in the identification process. WCS uses both verbal and nonverbal assessments when measuring aptitude. These tests are the Cognitive Abilities Test®. The CogAT is made up of three sections: the Verbal Battery, the Quantitative Battery, and the Nonverbal Battery. These batteries are designed to assess specific reasoning skills in each area that correlate strongly to academic success. It measures cognitive development, the ability to learn new tasks, and problem-solving abilities. Because much of its content is nonverbal,

the CogAT is also very useful for testing students who are not native English speakers. The Naglieri Nonverbal Ability Test-Second Edition®(NNAT2) can be used for underrepresented populations. The SAGES, the Iowa Test of Basic Skills® (or the ITED at the high school level) and/or the Woodcock-Johnson IV® (WJ IV) are administered as alternate achievement tests.

In grades 3 - 12, Whiteville City Schools AIG Program will use the following when identifying AIG students. Students must meet at least 4 of 6 criteria, one of which must be aptitude or achievement:

- 1) 90% or above on standardized aptitude test
- 2) 92% or above or level 5 on the 3rd grade BOG, or 92% or above or level 5 on the EOG for two consecutive years
- 3) 92% or above on classroom performance
- 4) A score of 92% or above on the Pfeiffer & Jarosewich Gifted Rating Scales® (grades 3-8); Score of 109 -120 on the Renzulli-Hartman Gifted Behavior Scale (grades 9-12)
- 5) Score of 92% or above on the Pfeiffer & Jarosewich Motivation Scales® (grades 3-8); Score of 24-27 on Renzulli-Hartman Motivation scale (grades 9-12)
- 6) Documented interest survey

Automatic qualifiers include:

- 98% or above in achievement (A student will be identified AR - Academically Gifted in Reading, AM - Academically Gifted in Math or AG - Academically Gifted in **both** Reading and Math .)
- 98% or above in aptitude (Student will be identified IG - Intellectually Gifted.)

Students with 98% or above in both aptitude and achievement will be identified as AI - Academically and Intellectually Gifted.

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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.

Whiteville City Schools AIG Program uses a variety of screening measures to assist with identifying underrepresented populations. These measures include the NNAT2, the Pfeiffer and Jarosewich Gifted Rating Scales® (grades 3-8) or the Renzulli-Hartman Rating Scale (grades 9-12), a motivation scale, and observations of teachers and other stakeholders. A mass screening of all third graders across the district is conducted annually to ensure the consideration of all students. The district uses the online version of the Cognitive Abilities Test (CogAT) aptitude screener to ensure equity for all students. AIG Specialists will share the Ability Profile available after testing with regular classroom teachers. The Ability Profile provides instructional suggestions linked to each student's areas of greatest cognitive strength. This allows for instructional opportunities and tailored instruction. The district currently uses a six criteria identification process which includes a verbal and a nonverbal assessment for aptitude as well as teacher input. The School Review Team will conduct an intentional review of testing data in order to give consideration to underrepresented populations. The team will make a decision on placement.

#### Percent Ethnicity Identified as AIG



	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	---	---	10.93%
Male	---	<5%	---	---	---	---	13.41%
Total	---	<5%	5.15%	---	8.03%	---	12.23%

#### Percent of Total AIG Students Identified as Dual Exceptionality

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#### \* Practice D

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

AIG Specialists provide training for all certified staff using AIG procedural professional development to ensure consistent implementation across the LEA. Across the district, criteria are the same. Screening for AIG takes place in third grade with the Cognitive Abilities Test. Referrals are accepted from stakeholders and processed according to AIG procedures. The AIG Specialists compile a student pool at each school that includes all available data for the consideration of the AIG Review Team. Student pool and nomination records are kept for reference throughout the school year. Student identification and placement records are compiled along with documentation of decisions made by the AIG Review Team. Parent rights and due process are detailed in Standard 6: Practice J.

Random periodic AIG folder and Infinite Campus audits are conducted by the AIG Coordinator to monitor screening, referral and identification procedural documentation and compliance. Bi-monthly AIG Department meetings are held with the AIG Director/AIG Coordinator and all AIG Specialists to ensure that processes are consistent within the LEA.

#### \* Practice E

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

Whiteville City Schools maintains an online website that may be accessed by school personnel, parents, and the community-at-large. Comprehensive information about all processes and procedures are contained within the AIG website along with AIG resources. AIG brochures are available throughout the schools and district office. The AIG Specialists provide professional development to school personnel that overviews the entire screening, referral, and identification process. Special attention is given to communicating with parents during the process. Teachers discuss ideas/concerns during weekly PLCs. Stakeholders address ideas/concerns during DEP conferences, parent meetings, school improvement meetings, etc. Meetings of the AIG Advisory Committee (made up of various stakeholders including parents, teachers, administrators, curriculum specialists, community members) are held to discuss any issues/ideas that may need to be addressed.

#### \* 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.

Evidences gathered and analyzed to support an AIG identification decision may include:

- CogAT Student Profile Narrative (4 copies - one placed in Cumulative folder, one placed in AIG folder, one provided to the teacher(s),one provided to the parent)

<ul style="list-style-type: none"> <li>▪ BOG/EOG/EOC score report</li> <li>▪ Pfeiffer and Jarosewich Gifted Rating Scales® (grades 3-8) or Renzulli-Hartman Rating Scale (grades 9-12)</li> <li>▪ Classroom performance</li> <li>▪ Student Interest Inventory</li> <li>▪ The Naglieri Nonverbal Ability Test-Second Edition®(NNAT2)</li> <li>▪ The SAGES</li> <li>▪ Iowa Test of Basic Skills® (or the ITED at the high school level)</li> <li>▪ Woodcock-Johnson IV® (WJ IV)</li> </ul> <p>Initial placement conferences are held with parents. All information used to identify students for AIG placement is reviewed with the parents and classroom teachers at the initial meeting. Service matching for AIG students is reviewed at the beginning of each school year. New DEPs/IDEPs are then created for students. During scheduled conferences, AIG Specialists review the annual DEPs with parents to ensure service matching options are appropriate. AIG specialists in each school are responsible for conducting initial placement and annual review parent meetings. Parents will receive a copy of DEP/IDEP annually. They are also responsible for all AIG folders to ensure proper documentation of meetings, permissions, due process, and other actions. AIG Specialists monitor AIG folders to ensure that processes have been followed and properly documented, at least twice annually for the fall and spring headcount. Upon a student's graduation, the student's AIG folder will be stored at the high school for 2 school years.</p>	
<p><b>* Practice G</b></p> <p>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.</p> <p>The LEA collaborates with the School Review Team and parents to develop an initial DEP or an IDEP for identified AIG students. Each student's individualized instructional needs are considered when developing the DEP/IDEP. These documents are updated annually to ensure that effective programs and services are continued. At the beginning of each school year, a new DEP or IDEP is developed. This document is then reviewed with parents during scheduled conferences and approved or amended based on teacher/parent/student input. Any concerns or adjustments that need to be made are discussed and resolved during this process. This process ensures that the continuum of services is commensurate to the needs of the students.</p>	
<p><b>* Ideas for Strengthening the Standard</b></p> <p>We are dedicated to promoting both equity and excellence to increase access and opportunity for all students. By realizing equity and excellence in gifted education, student racial, ethnic, economic, or other demographic factors will not reduce their likelihood of AIG identification. We will continue to monitor our screening and referral processes to ensure our program is meeting the needs of our stakeholders.</p>	
<p><b>Planned Sources of Evidence</b></p>	
<p>* Student Identification Placement Record</p>	

*	Differentiated Identification Plan/Individualized Differentiated Education Plan (DEP/IDEP)	
	Invitation to Conference Letters	
	Achievement, Aptitude and Performance Scores	
Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	



Standard 2: Comprehensive Programming within a Total School Community	
<b>Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>	
<b>Standard 2: Comprehensive Programming within a Total School Community</b> <i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i>	
<b>* Practice A</b> Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.	<p>Whiteville City Schools delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments. These services are aligned to a student's AIG identification.</p> <p>The Whiteville City Schools AIG Program identifies students as either:</p> <p>AG - Academically Gifted in Reading and Math</p> <p>AR - Academically Gifted in Reading only</p> <p>AM - Academically Gifted in Math only</p> <p>IG - Intellectually Gifted</p> <p>AI - Academically and Intellectually Gifted</p> <p>In K-2, several service delivery options are offered based on student interest and area of identification (AG, AR, AM, IG, AI). Some of these service options may include extension, acceleration and enrichment. These services are implemented through heterogeneous grouping, flexible grouping within the classrooms and independent enrichment opportunities provided by the classroom teachers. Subject acceleration, cross-age grouping, and grade acceleration are also options that may be accessed based on student needs. All students exhibiting gifted potential are provided the opportunity to participate in a daily block of time. The block is for all K-2 students and provides either intervention or enrichment based on student needs and interests. This time of day is called the "WIN - What I Need" block. Students exhibiting gifted potential are provided the opportunity to participate in an enrichment group for this block of time.</p> <p>In grades 3 - 5, AIG students, identified AG, AR, or AM are appropriately clustered for instruction with other academically capable students. Classroom teachers serve students by differentiating for each cluster group. The AIG specialist may serve AIG students by going into the classroom to work with the classroom teacher with differentiation/planning of instructional units. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered advanced math learning opportunities.</p> <p>AIG students will receive direct services a minimum of 1 hour per week by the licensed AIG specialist. Direct services provide AIG identified students with an opportunity to participate in AIG enrichment units of study, which extend the NC Standard Course of Study and meet Whiteville City Schools gifted education curriculum standards (see Standard 3, Practice d).</p>

AI and IG students will be served through direct services with the AIG specialist according to identified strengths and interests as outlined in their DEP or IDEP. This can be done on an individual basis or with other identified students.

In grades 6-8, identified students are cluster grouped and placed in classes. Classroom teachers serve students by differentiating for each cluster group. These services are implemented through heterogeneous grouping, flexible grouping within the classrooms, subject acceleration, cross-age grouping, and grade acceleration and independent enrichment opportunities provided. AIG students receive consultative services based on area of identification (AG, AR, AM, IG, AI). Middle school subject acceleration is offered which results in credits for high school courses. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered advanced math learning opportunities (for example, Math 1 placement).

Students participate in direct services with the AIG teacher in the areas of reading, math, critical and creative thinking, writing and digital competencies. The AIG teacher serves as an expert in the field, infusing rigorous differentiated curriculum and implementing best practices in gifted education.



AI and IG students may be served through the regular classroom consultation, cluster class placement, and/or direct services according to identified strengths and interests as outlined in their DEP or IDEP. This can be done on an individual basis or with other identified students.

In grades 9-12, AIG identified students have access to resource support and certified teachers that provide additional support to students as needed. AIG Specialists provide interest based learning for gifted or potentially gifted high school students to participate in during Enrichment/Intervention block. Students may select to participate in offerings by the AIG Specialist. Honors Courses, English and Math courses with AIG clustering, Advanced Placement Courses, Online courses, North Carolina Virtual Public School Courses, College and Career Promise are also available at this level. As defined in SB 500, any students scoring a level 5 on EOG/EOC will be offered an advanced math course. Academic advising is available for all AIG students. AIG Specialists partner with the school counselors to guide the gifted students in academic advising and college or career preparation.

Extra-curricular opportunities for gifted learners are offered such as Spelling Bee, A.R. Ammons Poetry Contest, D.A.R Contest, Celebrate the Arts, Beta Club, National Honor Society, Future Farmers of America (FFA), HOSA, Science Olympiad, STEAM club, service projects, field trips, etc.

Credit for Demonstrated Mastery is offered in grades 6-12 for all content areas.

Grade acceleration will be determined by the School Review Team and other stakeholders based on all evidence provided.

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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.

The Whiteville City Schools AIG Program ensures collaboration to address the social and emotional needs of AIG students by following these appropriate action steps:

- Participating in professional development opportunities (North Carolina Association for Gifted and Talented sessions, NC DPI Booster Shot Series related to Social-Emotional Learning) that are related to the social and emotional needs of AIG students and using this information to address the gifted learner's needs.
- Developing AIG surveys for/with school counselors, students, teachers and parents in order to accurately identify and address the social and emotional needs of the AIG students

<ul style="list-style-type: none"> <li>▪ Conferencing with members of the MTSS team, classroom teachers, parents, and school counselors to develop an intervention plan to meet the social and emotional needs of the AIG student</li> <li>▪ Preparing and utilizing specific lesson plans and methods of instruction directed to address the unique needs of AIG students</li> </ul> <p>In grades K-12, Aperture is used for social-emotional learning in classrooms.</p> <ul style="list-style-type: none"> <li>▪ Providing resources to support the social-emotional needs of gifted learners during annual DEP/IDEP conferences with parents and families</li> </ul>	<div> <div>+</div> <div>Click here to remove the table and use only the narrative field.</div> </div>
<p><b>* Practice C</b> Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>The Whiteville City Schools AIG Program understands that the services of the AIG Program are a part of a gifted student's total education. The AIG Program, regular education program, and numerous extracurricular programs work collaboratively to recognize and celebrate the students' special gifts for learning and achievement by providing students with challenges and opportunities for academic growth. In Whiteville City Schools, these programs converge and blend to teach students to be lifelong learners who are capable of thinking critically, working creatively, and achieving excellence.</p> <p>The Whiteville City AIG program is an active partner in district initiatives, policies and procedures in order to support AIG students' needs. The AIG program is committed to adhering to the comprehensive goals of our LEA. AIG specialists serve on school based and district wide committees/teams (District Leadership Team, MTSS Team, AIG Advisory Board, School Improvement Teams) in order to provide a gifted education perspective.</p> <p>Whiteville City Schools AIG program integrates and connects the AIG program and services with the district's priorities and resources through policy and practices by:</p> <ul style="list-style-type: none"> <li>▪ Focusing on an alignment to the school and district's strategic plans and goals</li> <li>▪ Following school board policies related to AIG programming and services.</li> <li>▪ Working with the professional development coordinator to provide PD to all staff on differentiation, rigor, advanced learning strategies and social emotional learning to meet the needs of all students</li> <li>▪ Working with and providing information about gifted instruction, strategies, and resources with classroom teachers</li> <li>▪ Collaborating with school counselors in order to meet the social and emotional needs of gifted learners</li> <li>▪ Utilizing funding to employ AIG certified specialists at each school</li> <li>▪ Provide funding for AIG Specialists and Coordinator to attend state/regional meetings and gifted conferences to learn more about policies and practices related to AIG programming and services</li> </ul>	<p><b>* Practice D</b> Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p>



<p>Whiteville City Schools promote collaboration and communication within the system. School and district personnel gather data from EOG scores to appropriately group students according to academic learning needs and proficiency levels. AIG teachers, regular education teachers, assistant principals, and principals participate in professional learning communities (PLCs) to develop expectations for all students. This platform allows AIG teachers the opportunity to advocate for the personalized needs of their students. Cluster grouping allows for homogeneous instruction within the classroom. This research supported grouping allows teachers the opportunity to plan for differentiated instruction and supplemental enrichment activities while challenging other advanced learners in the classroom. These groups are crucial to the social-emotional needs of our students. Flexible grouping allows administrators flexibility in the design of intervention/remediation/enrichment time. Fluidity in groups and schedules allows for individual movement depending on need/interest.</p>	<p><b>* Practice E</b> Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.</p>	<p>Whiteville City Schools has an AIG link on the district website. The current AIG plan is available to all stakeholders. AIG Specialists provide professional development concerning the identification process and service delivery options each fall to all certified staff. They provide teachers with a visual representation of the AIG processes/procedures along with a document outlining screening, referral and identification. AIG Specialists provide support with differentiated instruction in the regular classroom. Teachers sign annual DEP/IDEPs and receive lists of AIG students, which are now identified on PowerSchool. Monthly district meetings inform administrators and other central office staff about AIG regulations and the current program. Each year principals are given NC AIG Program Standards, AIG information packets and the process is reviewed. Flow charts are utilized to outline the identification process and programming.</p>	<p><b>* Practice F</b> Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p>	<p>Whiteville City Schools students are provided with the same service delivery options as described in Standard 2: Practice A. Records are transferred as necessary in June of transition years in order for the receiving AIG Specialist to have adequate time to review and make appropriate plans. Transferred records are promptly processed. AIG specialists establish a vertical line of communication between teachers and schools. AIG specialists collaborate with EC teachers for students identified as twice exceptional and EL teachers for student identified as EL and gifted. This ensures the appropriate continuation of all services in all areas. Virtual AIG services will be provided to identified students on as need basis (global pandemic, illness, homebound, etc. )</p> <p>When AIG students transition from one school to another (ex: from elementary to middle), transition days and nights are held for students and parents. For transition school days, schools choose one day in the spring to offer tours and provide information to students about their new school. Students and parents are invited to go to the transition school during an evening event to complete activities and meet personnel. Annual professional development is provided for teachers during district-wide professional development and weekly PLCs. AIG specialists work with students continually to prepare students for transition years. Counselors assist students and help with the social/emotional needs of students during these key transition points and support teachers with appropriate professional development. A transition meeting will be conducted with the AIG specialist and teachers to facilitate a smoother transition for students moving from elementary to middle school and from middle school to high school.</p>	<p><b>* Practice G</b> Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p> <p>AIG policies and procedures are developed by a district AIG team. Stakeholders come together to advocate for students and develop policies to best serve our students. Meetings are held to review current policies and procedures and if changes are necessary, they are taken into consideration based upon NC AIG Standards and best practices.</p> <p>General education teachers and AIG Specialists modify the content of the current curriculum to meet the needs of gifted learners. This may include a compacted curriculum. Lesson plans and DEPs/IDEPs reflect these modifications.</p> <p>Grade/Subject acceleration is an option available for students who meet the following criteria:</p>
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**Criteria for Requesting Grade/Subject Acceleration (required):**

Outstanding class performance in relevant subjects for more than one year

Written student statement/confirmation of interest from student

Written AIG teacher/specialist recommendation

Approved Intellectual Assessment 98th percentile Full Scale Score (minimum)

Achievement Test Score indicating four years above grade level in Reading and/or Math

School psychologist/school counselor statement concerning social/emotional development

**Additional Criteria for Requesting Grade/Subject Acceleration (optional):**

Written parent statement of interest for subject/grade advancement

Written principal recommendation

Written teacher recommendation

The School Review Team, AIG Director/Coordinator, AIG Specialists and Superintendent must approve grade/subject acceleration after all criteria have been reviewed.

Dual Enrollment is an option for high school students to accelerate learning through partnership with the local community college in the College and Career Promise Agreement. Students participating in dual enrollment have the opportunity to earn an Associates' Degree upon graduation from high school.

Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. Credit for Demonstrated Mastery is offered in grades 6-12 for all content areas.

**\* Practice H**

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

In the K-3 classroom, all students receive talent development through district core and supplemental programs. These programs provide opportunity for creativity, curiosity, critical thinking and access to advanced content. AIG specialists provide intentional enrichment to third grade students exhibiting academically gifted potential. Curriculum such as verbal analogies, picture analogies, logic puzzles and brain teasers stimulate high potential and advanced achievement. The AIG Specialist offers resources and specific strategies based on displayed mastery skills. Compacted lessons and accelerated subject matter are used as needed. Revised Blooms is utilized to make lessons more rigorous and relevant to students.

Students participate in academically stimulating enrichment classes within the regular classroom. In all schools, needs based enrichment/intervention is offered to students. Small grouping is utilized to serve high performing students. They are challenged based on their academic level, interest and potential giftedness. WCS uses various methods to determine which students should be served. These methods include analyzing formative and summative assessments, student interest surveys, teacher recommendation based on student potential. Teachers play a vital part in our talent development program due to their hands-on, daily interactions with students. Acceleration in subject and/or grade is possible based on the advanced level of the student. Curriculum compacting is used to foster the potential growth that is possible with K-3 students. Many students transition in and out of this program fluidly based on interest, ability, and performance.



### \* 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.

Whiteville City Schools understands the urgency to work toward equity and excellence and is committed to intentional and sustained actions to reframe mindsets and policies in relation to advanced learning opportunities. Whiteville City Schools will provide focused professional development in a variety of settings and modes, such as, leadership team meetings, PLCs, MTSS Team Meetings, School Improvement Team meetings, AIG Advisory Board meetings. Involving the total school community and all stakeholders will help to remove systematic barriers, improve student services, share ownership and move closer to equity and excellence in gifted education.

Whiteville City Schools AIG program will partner with the testing and accountability department to collect and use meaningful data related to performance of all subgroups. This data will be disaggregated and analyzed to look at patterns and trends over time. Findings will be shared with stakeholders to inform mindsets, policies and practices. By collecting meaningful data, we will assess program success and inform program improvement. Policies and practices will be modified as a result of data trends. This will allow us to broaden access to learning opportunities for all students.

Whiteville City Schools has developed intentional practices to promote equity and excellence by broadening access to advanced learning opportunities through talent development efforts in grade K-12.

Whiteville City Schools cultivate potential in students with intentional efforts that bring out and develop a student's strengths and talents.

Intentional Practices in Grades K-2 include

- Students are provided early intervention and develop opportunities to maximize potential during whole school daily intervention/enrichment groups. Groups may be determined by academic performance, student interest and MTSS tier. All students are afforded the opportunity to participate in enrichment activities to stimulate critical thinking and foster gifted potential.
- Classroom and Instructional Support teachers are educated by the AIG Specialists on how to become a talent scout in the Primary classroom.
- K - 2 teachers will provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include iReady Math, Reading Horizons, STEM activities, writer's group, literature circles, etc.

Intentional Practices in Grades 3 - 5 include

- Students are provided early intervention and develop opportunities to maximize potential during whole school daily intervention/enrichment groups. Groups may be determined by academic performance, student interest and MTSS tier. All students are afforded the opportunity to participate in enrichment activities to stimulate critical thinking and foster gifted potential.
- Classroom and Instructional Support teachers are educated by the AIG Specialists on how to become a talent scout in the Elementary classroom.
- The AIG Specialist will provide critical thinking mini-lessons to all third grade students prior to the administration of the CogAT universal screener. This intentional effort will promote equity and excellence by exposing all students to material that they otherwise may have never been exposed to. This will allow all students an equal opportunity of success on the universal screener.
- In grades 3 - 5, the AIG Specialist provides advanced learning opportunities that extend beyond the regular classroom experience for non-identified students exhibiting gifted potential. The AIG Specialist utilizes various teaching strategies and the Gifted Education Curriculum Standards to enhance critical thinking skills and develop the potential of these students.

<ul style="list-style-type: none"> <li>▪ Students will develop strengths, interests and gifted potential through a variety of extracurricular activities to promote strengths and potential in all students, such as, Jr. FFA, Science Olympiad, Girls on the Run, Chorus, etc.</li> <li>▪ 3 - 5 teachers will provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include iReady Math and Reading, Science Lab, project based learning.</li> </ul> <p>Intentional Practices in Grades 6 - 8 include</p> <ul style="list-style-type: none"> <li>▪ Students will develop strengths, interests and gifted potential through a variety of opportunities, such as music education, visual arts, band, theater, journalism, computer programming, etc.</li> <li>▪ Students will develop strengths, interests and gifted potential through a variety of extracurricular activities, such as, Student Government, Fellowship of Christian Students, Yearbook, Science Olympiad, etc.</li> <li>▪ 6 - 8 teachers will provide a variety of curriculum programs and differentiate teaching methods based on student learning needs and interests. Some of these resources may include iReady Reading and Math, Khan Academy, Delta Math, Young Author's Group.</li> <li>▪ Classroom and Instructional Support teachers are educated by the AIG Specialists on how to become a talent scout in the middle school classroom.</li> </ul> <p>Intentional Practices in Grades 9-12 include</p> <ul style="list-style-type: none"> <li>▪ Students will develop strengths, interests and gifted potential through a variety of opportunities, such as music education, visual arts, band, theater, journalism, computer programming, etc.</li> <li>▪ Students will develop strengths, interests and gifted potential through a variety of extracurricular activities, such as, FFA, FBLA, Fellowship of Christian Students, Yearbook, Student Government, ROCAME, HOSA, National Honor Society, Science Olympiad, etc.</li> <li>▪ Provide a variety of courses (Honors, AP, CTE, etc.) and differentiate teaching methods based on student learning needs and interests.</li> </ul> <p>By fostering talent development, Whiteville City Schools will ensure that all students will have opportunities to grow and experience learning environments that are not dependent on their background or economic means. Whiteville City Schools understands that early intervention and development opportunities allow students to maximize their academic potential.</p>	<p><b>* Practice J</b> Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> <p>The Whiteville City Schools AIG webpage updates extra-curricular program opportunities for AIG students on a regular basis. As mailings for opportunities and events are received at individual schools, they are shared with other specialists and then with AIG students. In addition, contests, seminars, online events, etc. are made available to students. Teens Westward bound, Governor's School, STEAM Club, ROCAME, and local school/community organizations to promote extracurricular opportunities to develop talents and interests. All K - 12 AIG students participate in enrichment which allows them to investigate their interests during the school day. Service Learning Projects are used to enhance and further develop students' talents and interests while building partnerships with the community. Students are provided the opportunity to showcase talents and interest through school and community events such as Celebrate the Arts, Science Fair, Parent Literacy and Math Nights, recognition at local school board meetings, etc.</p> <p><b>* Ideas for Strengthening the Standard</b></p>
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Whiteville City Schools will continue to provide clear and comprehensive descriptions of the AIG program to all stakeholders. WCS will collaborate with the LEA Leadership Team to ensure academic, intellectual and social-emotional needs are addressed within each grade level, classroom environment, and setting.

**Planned Sources of Evidence**

* Differentiated Lesson Plans	
* Professional Development Agendas and Sign -in Sheets	
* Signed Differentiated Education Plan/Individualized Differentiated Education Plan	

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

Standard 3: Differentiated Curriculum and Instruction	
<p><b>Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b></p>	
<p><b>Standard 3: Differentiated Curriculum and Instruction</b></p>	
<p><i>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.</i></p>	
<p><b>* Practice A</b></p>	
<p>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.</p>	



- Tailoring to student interest based on student interest surveys and learning profiles
- Allowing gifted students to take the lead
- Thought provoking exercises, analogies, metacognition
- Investigate for the whys
- Having students present to class and teach classes (when appropriate) in order to further presentation skills
- Guest speakers
- PBL - Project AND Problem Based Learning
- Challenging STEAM activities (including coding with Sphero and drones)
- Enable gifted students to work together to challenge each other
- Social Emotional lessons
- Perfectionism lessons
- Bibliotherapy when appropriate

K-2 regular classroom instruction is differentiated based on Amplify literacy assessment and i-Ready math data and individual student needs. 3-8 regular classroom instruction is differentiated based on formative, benchmark, classroom assessments and individual student needs. 6-12 students are offered regular classroom instruction which is differentiated based on formative, benchmark, classroom assessments and individual student needs. Based upon need, 6 - 12 students may be offered Credit for Demonstrated Mastery for eligible courses. 6-8 will be offered for available high school classes. Through academic advisement, 9-12 students are offered AP, Honors, College and Career Promise classes. According to SB 500, students in grades 3-12 will be offered advanced learning opportunities in math depending on EOG/EOC scores. Teachers help students to understand that failure is an important part of learning. Students must learn to work with everyone, therefore, providing learning opportunities through heterogeneous grouping, think-pair-shares, clock buddies, etc. is imperative.

#### **\* Practice C**

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

WCS uses a variety of rigorous materials that are evidence-based and enhance curriculum and instruction. AIG Specialists and regular classroom teachers employ challenging, rigorous, and relevant curriculum by implementing evidence-based practices and strategies. Accelerative evidence-based curriculums that infuse higher order thinking processes, conceptual reasoning that explores problems and current issues, critical and creative thinking skills, and inquiry/discovery opportunities are used by AIG Specialists. A rigorous thought-provoking curriculum that utilizes Problem Based Learning and Project Based Learning is being used. WCS believes inquiry is vital to encourage critical thinking and investigation. Analogies, antonyms, cognates, idioms, etymology & Greek and Latin roots, math games, in-depth book studies, science projects, etc. are just a few items woven into our curriculum to encourage diversity of ideas and creativity of thought. Wordly Wise, Education City, EdSphere, Jacob's Ladder, and William and Mary units are widely used. i-Ready offers personalized instruction and support for accelerated curriculum, allowing students to facilitate their own learning. New research-based materials appropriate for gifted learners are gathered from professional development conferences, online research, and catalogs continually.



## \* 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.

When designing lessons, attention is paid to contemporary "real-world" challenges and advanced technologies. Educators are encouraged to embed the skills outlined in the NC Portrait of a Graduate, such as adaptability, collaboration, communication, critical thinking, empathy, a learner's mindset, and personal responsibility, into meaningful learning experiences. Student work reflects the use of project-based learning, PLC discussions emphasize teaching that promotes collaboration and communication, initiative and self-direction, social and cross-cultural skills, productivity and accountability. AIG Specialists create an environment that promotes leadership and responsibility. Rocket design, robotics, and modern computer programming are examples of curriculum units. Creativity, critical thinking, collaboration, and communication skills are consistently integrated into lessons. Problem-based learning projects are used to connect students to real-world problems while incorporating technology and activating prior knowledge, extending their learning at an advanced level. AIG lessons are built to target skill sets that are not targeted during content area instruction in the regular classroom.

The skills embedded in the curriculum are vital to the development of the "whole child." They are as follows:

### Gifted Education Curriculum

**Advanced Communication and Research Skills** – Gifted students will develop advanced communication skills in order to enhance their abilities to communicate and work with others and to share their learning effectively. Gifted students will develop advanced research methods and independent study skills, which allow for in-depth academic study.

AC.R.1 – The student uses written, spoken, and technological media to convey new learning or challenge existing ideas.

AC.R.2 – The student produces written and/or oral work that is complex, purposeful, and organized and includes relevant supporting examples from a variety of sources and communicates expertise to a variety of audiences.

AC.R.3 - The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.

AC.R.4 -The student participates in discussions to argue persuasively or reinforce others' good points.

AC.R.5- The student supports and defends his/her own opinions while respecting the opinions of others.

AC.R.6 – The student can clearly articulate their own thinking to a variety of audiences.

AC.R.7 - The student selects appropriate research tools and methodologies to conduct research.

AC.R.8 - The student develops and uses systematic procedures for recording and organizing information.

**Creative Thinking and Creative Problem Solving Skills** - Gifted students will develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within an area of study in order to generate original ideas and products.

CT.CPS.1 - The student formulates original questions and ideas about a specific topic.

CT.CPS.2 - The student designs, applies, evaluates, and adapts a variety of innovative strategies when problem solving

CT.CPS.3 - The student incorporates brainstorming and other idea-generating techniques to solve problems or generate new ideas.

CT.CPS.4 - The student develops original ideas, presentations or products.

CT.CPS.5 - The student tolerates ambiguity and assumes risk as a necessary part of problem solving.

**Higher Order Critical Thinking Skills** - Gifted Students will develop and practice higher order and critical thinking skills in order to extend their knowledge at an advanced level.

HOCT.1 -The student evaluates and uses data to make connections between learning and real-world problems and/or solutions.

HOCT.2 - The student conducts comparisons and evaluates decisions using criteria.

HOCT.3 - The student asks insightful and relevant questions.

HOCT.4 - The student responds to questions with supporting information that reflects in-depth knowledge of a topic.

HOCT.5 - The student uses and creates analogies, metaphors, and/or models to explain or illustrate complex concepts and relationship

HOCT.6 - The student separates one's own point of view from that of others and examines an issue from more than one point of view.

HOCT.7 - The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.

**Personal Development and Interpersonal Relationships** - Gifted Students will undergo personal growth and development in order to achieve their highest potential. Gifted Students will develop appropriate interpersonal relationships in order to collaborate effectively with a variety of audiences.

PD.IR.1 - The student accepts that their opinions, ideas and theories will change as they gain new knowledge.

PD.IR.2 - The student will set both short-term and long-term goals, personal and academic, and regularly reflect upon their progress.

PD.IR.3 -The student will strive to achieve high standards, especially in areas of strength and/or personal interest.

PD.IR.4 - The student predicts and understands consequences of decisions and responds appropriately. PD.IR.5 -The student allows for and accepts differences of opinion.

PD.IR.6 - The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.

PD.IR.7 - The student responds to contributions of others, considering all available information. audiences of all ages.

PD.IR.8 - The student will display persistence when faced with challenges.

**Application of Knowledge** - Gifted students will acquire and apply knowledge in order to advance their understanding.

AK.1 - The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data.

AK.2 - The student will transfer knowledge from one topic of study to another.

AK.3 - The student will make generalizations about events, people, things and ideas.

AK.4 - The student will make connections between basic information and broader concepts.

AK.5 - The student will synthesize information from a variety of sources and apply the knowledge to generate new and unique ideas.

<p><b>* Practice E</b></p> <p>Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>WCS will use data in a meaningful way to analyze and share, to improve programming and services and support student achievement and growth. Assessment criteria are continuously monitored and adjustments are made to appropriately differentiate instruction. Student portfolios, reading and math benchmark assessments, i-Ready data, Amplify Literacy data, Schoolnet tests and classroom assignments, AIG projects and classroom, EOG/EOCs etc., are monitored and levels are adjusted as needed by classroom teachers, AIG specialists and support staff. MTSS protocols are also used to analyze academic, attendance, behavior and social-emotional progress. Throughout the school year, data is disaggregated and used to inform flexible grouping practices. Flexible grouping and blended learning rotations may be based on a variety of factors, such as talent development, readiness, interest surveys and learner profiles. Each year, information is used to cluster group students throughout the school, fluidly group in individual classrooms, and group or individually serve in AIG classrooms. Curriculum is modified based on both formative and summative assessments. Parents work with schools to ensure proper alignment for students.</p>	<p><b>* Practice F</b></p> <p>Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>WCS utilizes collaboration to develop and implement differentiated curriculum and instruction as follows:</p> <ul style="list-style-type: none"> <li>AIG Specialists collaborate with the School Review Team which consists of regular classroom teachers, special education teachers, administrators, and guidance counselors to develop the DEP/IDEP for identified AIG students. Stakeholders work together to ensure DEPs are carried out in the regular classroom as well as in AIG classes using the following guiding questions: Are my gifted students able to accelerate when needed? Do gifted students have regular opportunities to expand upon their areas of interest and strengths? Are gifted students encouraged to extend learning beyond the basic level of understanding? Do my students have an opportunity to NOT succeed with ease in order to develop their talent and potential?</li> <li>AIG Specialists meet with each other and the WCS Curriculum Director to discuss differentiated curriculum and instruction as well as the resources used for curriculum delivery. Strategies for teaching gifted students are utilized during delivery. WCS utilizes the many gifted and talented websites to stay abreast of new research and strategies as they are developed.</li> <li>Differentiation is a strategic goal for the system and continuing PD has been developed and implemented for the system. Teachers continue to receive professional development on data analysis, data-driven instruction, data charts, etc. to ensure individual student needs are met. All teachers have been trained on differentiation strategies and the district has purchased programs/resources to help teachers achieve this goal.</li> <li>PLCs and professional development are used as continuing education pieces for all teachers. Strategies are shared and refined based on what works for WCS students.</li> </ul>	<p><b>* Ideas for Strengthening the Standard</b></p> <p>Whiteville City Schools continues to recognize the need for professional development for all stakeholders on differentiation to strengthen student learning. The AIG Coordinator will continue to work with the Professional Development Coordinator to facilitate ongoing professional development opportunities that help realize equity and excellence in gifted education and to promote differentiated curriculum and instruction.</p>	<p><b>Planned Sources of Evidence</b></p> <p>* Professional Development Sign-In Sheets and Agendas</p>
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Standard 4: Personnel and Professional Development

**Whiteville City Schools (241) 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.

Whiteville City Schools employs an AIG Coordinator that is AIG-licensed. Licensed AIG Specialists meet with an advisory panel (variety of stakeholders) to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The following describes the roles and responsibilities of the AIG Coordinator:

- Provide leadership in the required evaluation and revision process of the Local Plan for Gifted Education.
- Provide district level oversight of the implementation of the Local Plan for Gifted Education.
- Assist with preparation and management of state and local budgets allocated for AIG
- Coordinate professional development for AIG teachers throughout the district.
- Ensure compliance with state and local processes.
- Maintain accurate records including student identification and parental permission for participation and testing.
- Coordinate the selection, training and delivery of appropriate curriculum for differentiation in the AIG program in grades K-12.
- Evaluate testing instruments and coordinate K-12 AIG testing program, including training, inventory and security for testing materials.
- Coordinate special opportunities involving gifted education students
- Research programmatic issues for continuous improvement, best practices in gifted education in both program design and service delivery.
- Monitor performance growth of AIG students as evidenced in End of Grade, End of Course and AP
- Provide clear communication to AIG teachers, parents, LEA administrators and community members regarding local, state and national issues and research regarding gifted education via multiple formats such as: monthly AIG teacher meetings, AIG website, email and other appropriate technology based communication methods.
- Provide support and information for teachers seeking AIG licensure.
- Attend professional conferences and regional/state meetings in order to gather and disseminate up-to-date information about issues, methods, trends and policies as they relate to gifted education.



<p><b>* Practice B</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.</p> <p>AIG-licensed specialists serve identified students according to their Differentiated Education Plan and develop talent for those who demonstrate gifted potential. They are responsible for ensuring compliance with all AIG paperwork. They also design and implement tasks which address the whole child. They utilize professional development from national, state, and local experts in the gifted field. AIG specialists attend the North Carolina Association for Gifted and Talented and other conferences annually. Each time they hone their craft. Evidence-based teaching materials and strategies including problem/project-based learning, i-Ready, STEM projects, challenging literacy units, math problems, games, analogies, etc. are used in pull out or push in classes, depending upon need. All of these resources encourage and challenge AIG students by providing the complexity and abstract thought they require. Differentiated lesson plans are the result of collaboration with teachers and administration. Data is used to provide direction and isolate areas in which our students need to grow. Information about the unique needs of gifted learners is shared in various ways including Professional Learning Communities. AIG Specialists along with teachers and other school personnel collaborate with counselors to meet the social-emotional needs of students. The AIG Director/Coordinator communicates regularly with the AIG Specialists to ensure creative and challenging tasks are being provided and stakeholder feedback is being considered.</p>	<p><b>* Practice C</b> Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.</p> <p>Whiteville City Schools actively seeks to align professional development opportunities with state and/or national teaching standards, so the needs of gifted learners are addressed in an ongoing and comprehensive manner. LEA currently maintains a system that supports administrative classroom walk-through observations and peer observations to determine professional development needs. Online classes are also provided through the Home Base PD System, Sandhills Regional Education Consortium and various other DPI sanctioned websites that support instruction on high yield strategies. School administrators participate and monitor these requirements. Additionally, AIG specialists assist in ongoing professional development through the use of PLCs. Information is pushed out to teachers in PD and online. School counselors attend PD and work with the AIG specialists to address specific social-emotional concerns of students. WCS also provides opportunities for AIG Specialists to attend state and/or national gifted conferences and provides professional development for classroom teachers, school counselors, and administrators involved in AIG programming and services. Local professional development is facilitated by AIG Specialists utilizing NCDPI's Advanced Learning Division website and Booster Shots. The professional development will include strategies to motivate and enhance social and emotional learning needs in AIG students. AIG strategies encourage AIG ALL DAY EVERY DAY!</p>	<p><b>* Practice D</b> Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p> <p>All principals and teachers involved in the AIG process understand the characteristics of gifted learners and are able to meet their needs. All teachers assigned AIG students are required to attend annual professional development with a focus on gifted learners. Professional Development will be provided by AIG Specialist and /or AIG Coordinator. Regular classroom teachers are encouraged to earn the AIG add-on license. WCS will provide financial assistance with certification process. AIG Specialists are currently available to regular classroom teachers to provide resources/assistance in differentiated instruction. AIG students are served by a combination of clustering, pull out and advisement by AIG certified teachers and specialists.</p>	<p><b>* Practice E</b> Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p> <p>Whiteville City Schools will use the following strategies for the recruitment and retention of diverse AIG licensed professionals:</p>
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<ul style="list-style-type: none"> <li>▪ Provide a positive climate and culture</li> <li>▪ Provide strong district and school leadership support</li> <li>▪ Provide financial support for teachers who successfully complete AIG add-on license through the Praxis exam or university courses</li> <li>▪ Provide local professional development to prepare teachers and other support staff to earn AIG licensure</li> <li>▪ Provide instructional coaching focusing on gifted learners</li> <li>▪ Provide mentor support with AIG certified teachers</li> <li>▪ Provide aspiring leadership opportunities</li> <li>▪ Partner with surrounding LEAs and Sandhills Regional Education Consortium to provide professional development to prepare teachers and other support staff to earn AIG add-on license through the Praxis Exam.</li> <li>▪ Partner with Institutions of Higher Education (UNC-Pembroke, UNC-Wilmington, Fayetteville State University, East Carolina University) for teachers and support staff to earn an AIG add-on license.</li> <li>▪ Encouraging BT3s to obtain their add-on</li> </ul>	<p><b>* Practice F</b> Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>Whiteville City Schools will focus on professional learning opportunities to realize equity and excellence in gifted education by:</p> <ul style="list-style-type: none"> <li>▪ Conduct a survey to determine the needs of the district personnel in regards to equity and excellence in gifted education.</li> <li>▪ Share the NCDPI Call to Action with all stakeholders.</li> <li>▪ Utilize NCDPI Guidebook as a tool for designing professional development to enable stakeholders understanding of equity and excellence in gifted education</li> <li>▪ Provide professional development to certified staff on the importance of talent development to promote equity for all students</li> <li>▪ Leadership and staff will participate in annual training and discussions on cultural diversity and how to implement strategies to overcome inequities.</li> </ul>
<p><b>* Practice G</b> 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.</p> <p>Whiteville City Schools is knowledgeable about professional development opportunities and works to ensure that an appropriate selection of these opportunities is aligned with local AIG program goals and other district initiatives. Select teachers and all AIG Specialists attend local, regional and state AIG PD. WCS expects all teachers who attend PD to share with the district. Common issues for AIG students are considered when designing new PD for teachers. Teacher feedback, test scores, and stakeholder input is utilized when seeking, developing, and providing AIG PD.</p>	

## Whiteville City Schools

- Partners with the district's professional development coordinator to plan PD focused on gifted learners
- The AIG Director/Coordinator serves on other district committees when strategic vision, mission and priorities are being set to ensure AIG needs are being heard and considered.
- Provides information about professional development opportunities related to gifted learners
- Conducts professional development on research-based practices and strategies related to gifted learners
- Aligns professional development opportunities with the local AIG program goals and district initiatives. Through collaboration among the community, school administration, and teachers, AIG seeks to empower students with knowledge, skills, and attitudes, helping them to become outstanding citizens and leaders in tomorrow's global society.
- Connects the needs of gifted learners with the district strategic plan
- Connect the needs of gifted learners with school improvement plan goals at each school in the district and align professional development needs accordingly.
- Promote opportunities for professional development outside of the district to support best practices and state/national standards.
- Allow time for coaching, implementation and reflection based on professional development experiences to support participant understanding.
- Provides opportunities during the instructional day for AIG Specialists and general education teachers to collaborate in Professional Learning Communities (PLCs) to ensure that best practices related to gifted learners are being implemented.
- Involve the AIG Coordinator and AIG Specialists directly with school and district MTSS teams for explaining AIG Program goals, aligning them with school and district MTSS goals, and planning and delivering professional learning in order to integrate the perspective of gifted education throughout.

### **\* Ideas for Strengthening the Standard**

Whiteville City Schools will continue to provide AIG professional development to administrators, school staff and regular classroom teacher. All leadership and certified teachers will be required to participate in the AIG Booster Shots professional development hosted on the district website. Whiteville City Schools will continue to encourage teachers to seek AIG licensure and recruit highly qualified teachers.

### **Planned Sources of Evidence**

\* Professional Development Prior Approval Forms

\* Presentations and hand-outs from staff development workshops and meetings

\* Professional Development Agendas and Sign In Sheets

\* Copy of teaching license with add-on AIG licensure

Type	Documents	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A		
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Standard 5: Partnerships	
<b>Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>	
<b>Standard 5: Partnerships</b>	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
<p><b>* Practice A</b> Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> <li>▪ academic and intellectual</li> <li>▪ social and emotional.</li> </ul>	<p>Annual DEP conferences are held to discuss the whole child which includes supporting the academic/intellectual needs and social/emotional needs. The school counselor collaborates with stakeholders to support the personalized social-emotional needs of AIG students. AIG teachers, classroom teachers, and support personnel collaborate to ensure rigorous academic curriculum is in place. Parent/student surveys are sent home annually (and are always on the website) to help strengthen partnerships and provide services to the best of the district's abilities. Survey results are used to engage parents in two-way communication concerning the AIG program.</p> <p>Parents and community members are involved in various aspects of the WCS AIG program. Parents/families and community members serve on the AIG Advisory Council. Community members donate time to share their interests during the school day and after school. High School AIG students work together and have various academic and community partnerships including, but not limited to, National Honor Society, FFA, Hospice House, Operation Christmas Child, Teen Court, Families First Women's Shelter and various internship programs. Senior Community Service project allows for two way partnerships with parents and AIG specialist at the high school level. Career fairs are held at the elementary, middle, and high schools. College days are held at the high school. AIG students are targeted and encouraged to keep in contact with local businesses and institutes of higher learning. Local civic groups encourage students to participate in writing and speaking competitions (AR Ammons, DAR). By fostering these relationships, our students learn to network and practice 21st-century speaking and listening skills.</p>
<p><b>* Practice B</b> Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.</p>	<p>The Whiteville City Schools AIG Program currently partners with various Institutions of Higher Education (IHEs) including UNC- Pembroke, UNC-Wilmington, Fayetteville State University and Southeastern Community College. Opportunities to participate in many programs such as Farmer's Market contests, Daughters of the American Revolution contests, AR Ammons Poetry, National Honor Society, Beta Club, NC Governor's School, etc. allow students to foster a partnership with community organizations and enhance interest based learning. These collaborative partnerships benefit gifted learners academically, socially, emotionally and allow real-life experiences/opportunities. High School students are afforded the opportunity to participate in the College and Career Promise with Southeastern Community College to earn an Associate's Degree. WCS AIG program works cooperatively with local organizations, businesses, and governmental agencies to extend educational opportunities beyond the classroom with guest speakers such as police officers, civic leaders, and other professionals. Opportunities to apply for grants through organizations such as, Brunswick Electric and Donors Choose allow the AIG Specialists to partner with community organizations to enrich student learning. Community involvement creates a two-way partnership. Therefore, allowing AIG students the opportunities</p>



<p>for enrichment, extension, and acceleration. In addition, WCS AIG Specialists are members of the NC Association for the Gifted and Talented and participate in the annual gifted conference to extend their knowledge of AIG policies and practices.</p>	<p><b>* Practice C</b> Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.</p>	<p>The AIG Advisory Council is comprised of AIG specialists, community members, AIG parents and families, regular classroom teachers, ELL teachers, principals, assistant principals, district directors, and school counselors. WCS is deliberate in maintaining a diverse population which includes, females, males, black, white, Hispanic representatives which reflect our diverse community population. The AIG Advisory Council communicates to share issues, plan activities, make decisions and assist in the development, implementation, monitoring and revision of the local AIG program and plan. In person/virtual meetings, email, and google docs are utilized to communicate effectively and efficiently. The advisory group assists in the development and revision of the local AIG plan while implementation and monitoring are the responsibility of AIG specialists, coordinator/director and other instructional/ support staff.</p>	<p><b>* Practice D</b> Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> <li>▪ Local AIG Plan</li> <li>▪ Local AIG program services</li> <li>▪ Policies and procedures relating to advanced learning and gifted education</li> <li>▪ Ways to access advanced learning opportunities</li> </ul> <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p>	<p>All information concerning the local AIG program and other policies related to gifted education is shared on the district AIG website. A resources tab located on the website provides opportunities available to AIG students and parents. Copies of the local AIG plan (outlining AIG services) and brochure are available at each school upon request and on the district AIG website. An informational presentation is held at staff meetings each fall. AIG Specialists meet with the AIG Advisory Council throughout the school year to discuss current relevant issues in gifted education. Students and parents are provided with a complete program outline when placed and when any policy changes take place. The district's call system and website is utilized for messaging parents and students about any new or upcoming events. AIG specialists attend and provide an overview of the AIG program to school advisory boards. The AIG Coordinator attends parent nights, monthly district leadership meetings, AIG meetings, and AIG Advisory Council meetings to assure information is disseminated as needed.</p> <p>Information relating to the AIG Program and its services is provided in a translated format to the community and parents as necessary. Materials relating to outside enrichment opportunities are translated and distributed as they become available. Classroom teachers, AIG Specialists, administrators, and the AIG Coordinator disseminate information to students and parents. They also utilize the district website and AIG brochure to inform stakeholders of opportunities. ELL teachers translate forms and information for our Hispanic population. Although it is not perfect, various apps have been utilized to translate AIG information and materials into Spanish and other languages as populations dictate. ELL Specialists are invited to attend meetings with students and families to provide assistant with our struggling families and to help provide a thorough understanding of the total screening, identification, and placement process.</p> <p>Information is dissimilated to parents via ClassDojo and/or Remind app.</p>	<p><b>* Ideas for Strengthening the Standard</b> Whiteville City Schools will continue to seek out new partnerships to enhance advanced learning opportunities within the community. Whiteville City Schools will continue two way partnership with all stakeholders. AIG Updates will be provided through a variety of communication platforms.</p>
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Planned Sources of Evidence		
*	Stakeholder Survey Responses	
*	District AIG Website	
*	Articulation Agreements with IHEs	
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	N/A

Standard 6: Program Accountability	
<b>Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>	
<b>Standard 6: Program Accountability</b>	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
<b>* Practice A</b>	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.
	Whiteville City Schools develops and maintains an AIG plan that complies with state standards and policies as set forth by state legislation. This plan is continuously revised by the AIG Coordinator, AIG Specialists and the AIG advisory board. Then the plan is presented to the Whiteville City Schools Board of Education for approval. Once approved, it is submitted to the NCDPI AIG Consultants for review and comment. Regional AIG meetings are held virtually or in person and attended by the AIG Coordinator to support plan development and improvement. State informational meetings and conferences are attended in order to stay abreast of current policies and instructional strategies. Whiteville City Schools and Columbus County Schools collaborate to develop an AIG plan that is fluid within the county. Students transfer between our districts throughout the year. Having an AIG plan that is consistent allows seamless transition between districts for both students and AIG Specialists.
<b>* Practice B</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.
	The Whiteville City Schools AIG program and plan are continuously monitored. Implementation of our AIG plan is made in accordance with current legislation and state policies. The state AIG consultant guides all school systems in plan development. The WCS AIG Coordinator ensures that the AIG plan complies with current legislation and state policies. AIG Coordinator along with AIG Specialists currently research, compile, write, and review all elements of the local AIG plan. AIG Specialists ensure ongoing monitoring of the AIG program and plan by regularly meeting with classroom teachers during PLCs, parents, and various stakeholders. Peer visits ensure WCS AIG program is focusing on the standards. The AIG Coordinator maintains and uses direct lines of communication with the state AIG consultant and the regional AIG coordinators. The AIG Coordinator also compiles and attends regional meetings to gain information on current programming and implementation initiatives and then shares the information from these meetings with the AIG Specialists, principals, district leaders and other stakeholders as needed. Concerns, suggestions, and complaints are reviewed on an independent basis. AIG program revisions are made in instances of inconsistency.
<b>* Practice C</b>	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.
	Whiteville City Schools Chief Finance Officer provides the AIG Coordinator with the budget allotment. The WCS AIG Director/Coordinator prepares a budget to support initiatives outlined in the LEA's AIG Plan. The budget includes AIG salaries, AIG professional development costs and AIG resources and materials. The Whiteville City AIG Coordinator currently monitors the use of state funds allocated for the local AIG Program according to state policy.
<b>* Practice D</b>	Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The Whiteville City Schools AIG Program will continue to maintain and analyze student performance, growth and drop-out rate through Infinite School reports with all stakeholders to guide practices and improvements and to help determine if AIG student needs are being met; taking into consideration the holistic needs of gifted children. The program will continue to monitor those under-served populations and strive for equitable education of all students. Graduation rates and dropout data will continue to be monitored. Historically, identified students have not been a part of WCS drop out data. The growth of the AIG population is shared with the district at the beginning of each year. This growth is used to drive instruction, service delivery, placement and instructional strategies at each school. Beginning in third grade, student achievement (EOG, EOC, AP, Honors, CCP, ACT, SAT) is placed into a method for tracking performance and is continually monitored on a student by student basis as well as the program as a whole, until graduation.

After data is disaggregated in leadership meetings, PLCs and school improvement team meetings, a school based professional development plan will be developed to address the data patterns and trends recognized. This intentional professional development plan will focus on informing mindset, policies and practices in relation to equity and excellence for all students.

**\* 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.

AIG Specialists will maintain individual student folders with referral and identification information. Identification, services and retention of AIG students will be maintained in Infinite Campus.

The AIG plan of Whiteville City Schools maintains and analyzes the referral, identification, services and retention of students in the local AIG program by:

- Analyzing the representation, statistics, and services of under-represented populations by the review of grades/participation/classwork during data discussions in PLCs (with teachers, administrators, and AIG specialists).
- All third grade students will participate in CogAT preparation sessions with the AIG specialist to ensure equal access and opportunity for all students to be successful when CogAT screening occurs.
- All third grade students will participate in the online CogAT universal screener. This online screener is research based to eliminate biases based on a student's racial, ethnic, economic or other demographic factors.
- Ensuring AIG screening pools are completed and are used to aid in identification at each school
- Analyzing the AIG pool, screening, and AIG placement reports.
- Collaborating with classroom teachers, EC teachers, EL teachers, school counselors, and other support personnel to determine potential candidates for AIG placement and services
- Continually and consistently monitoring BOG/EOG/EOC, benchmarks, grades, and outstanding performance via testing data, PLCs, teacher, and district meetings to identify and support under-represented populations
- Analyzing trends of representation and achievement of underrepresented populations.
- AIG Specialists conference individually with all AIG students on a quarterly basis to ensure the retention of students in the AIG program.

**\* 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



<p><b>AIG Plan.</b></p> <p>Whiteville City Schools Director of Human Resources supervises personnel issues. The AIG Coordinator assists the HR Director with personnel issues related to AIG. The Director of Human Resources maintains licensure records and credentials. Personnel is encouraged to take advantage of different PLCs and workshops in order to become versed in the needs of AIG students. Those interested in assisting with these populations are encouraged to pursue AIG licensure.</p>	<p><b>* Practice G</b></p> <p>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.</p> <p>Whiteville City Schools uses the following to elicit feedback from all stakeholders regarding the implementation and effectiveness of the local AIG program: AIG Advisory Council, Parent, Teacher, Student and Community Stakeholder Surveys (available continuously on website), parent input (throughout year), Parent Nights (biannually), Parent/Teacher/Student conferences (3 times per year), and annual DEP conferences. The AIG Department (AIG Coordinator and AIG Specialists) analyze and discuss feedback provided from all stakeholders to make changes and improvements to the AIG program.</p> <p><b>* Practice H</b></p> <p>Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p> <ul style="list-style-type: none"> <li>Local AIG evaluation will be shared at local school PLCs, and district leadership meetings.</li> <li>AIG Family Night will be held each year to review program evaluation data.</li> <li>AIG Director will share AIG updates at Board Meeting.</li> </ul>
<p><b>* Practice I</b></p> <p>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.</p> <p>All academically/intellectually gifted students, ages five through graduation, must be provided with a free appropriate public education. Free appropriate public education means that differentiated services will be provided for the academically/intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and the Whiteville City School System's Academically/Intellectually Gifted Program, and (3) according to the student's DEP (Differentiated Education Plan) or IDEP (Individual Education Plan).</p> <p>To be included in Screening, Referral, and Evaluation, certain criteria must be met. The process is as follows:</p> <p><b>SCREENING</b></p> <ul style="list-style-type: none"> <li>A general screening of aptitude of all third-grade students occurs annually.</li> <li>AIG School Review Team will meet and evaluate the data provided.</li> <li>Students performing 85% and above on the CogAT are placed in the student pool.</li> <li>BOG/EOG/EOC, benchmarks, historical data, and EVAAS data are used to identify additional students for the student pool.</li> </ul> <p><b>EVALUATION</b></p> <ul style="list-style-type: none"> <li>If further testing is required; parents will be notified and must give written permission before any further evaluation has begun. (Ex: Full-Scale CogAT, Nagleri, and BOG/EOG/EOC - Testing and evaluation materials will be selected and administered with equity, so as not to be biased. Selected tests include</li> </ul>	

those that measure educational achievement and aptitude. Underrepresented populations may require a nonverbal assessment.)

- Parents will be notified via Evaluation Results AIG form 3 if no placement is needed. The AIG School Review Team will determine those students meeting the aptitude/achievement criteria, and will continue the evaluation process which includes the following non-traditional pathways: Classroom performance, GRS, student interest survey.
- Parents will be notified of a placement recommendation. If services are needed, an invitation to the conference (AIG 11) will be sent home. If parents do not respond after three attempts, a copy of the DEP and Student Identification/Placement Recommendation/Acknowledgment - AIG 4 will be sent to the home. Services will not be provided until required signed documentation and acknowledgment is received by the AIG Specialist.
- An annual review of services will be conducted. In addition to this general screening, stakeholders may refer a student by completing the AIG Referral Form.

#### REFERRAL

- When a stakeholder feels that a student is academically/intellectually gifted and may need differentiated educational services, he or she should complete an AIG Referral Form – AIG 1. The referral should be given to the AIG Specialist.
- After a child has been referred, in order to determine his/her need for differentiated services in the Academically/Intellectually Gifted (AIG) program, the AIG Specialist will discuss the referral with the classroom teacher. Grades, BOG/EOG/EOC, Classroom performance, and student motivation will be considered.
- The person making the referral will be notified if the AIG Team deems a need for evaluation. Student progress will be reviewed annually. A differentiated education plan (DEP) or an individual education plan (IDEP) must be written. Such a plan will reflect student strengths and include the options considered by the AIG School Review Team as appropriate to meet the student's educational needs. Recommendations of service delivery options for the current grade level will be reviewed at that time.
- If the parent/guardian disagrees with any decision(s) of the AIG School Review Team regarding referral, identification, or services, the following procedures will be followed:

#### RE-EVALUATION

Test results will be valid for two calendar years. After two calendar years, students may be reassessed if requested by the parent/guardian.

#### TRANSFER STUDENTS

Whiteville City Schools will accept transfer AIG students. Parents shall request entry into the WCS AIG program. The AIG School Review Team will evaluate student records and placement will be based on transfer records. All required paperwork must be completed and signed by a parent before the transfer student will begin receiving services.

#### RESOLVING DISAGREEMENTS

If parents do not agree with the school's decision concerning eligibility, they have the right to submit the results of an independent educational and intellectual evaluation. A qualified examiner, who is not employed by the educational agency responsible for the child's education, must give this evaluation. Measures of intellectual aptitude and achievement are only two of the criteria used in determining eligibility; therefore, independently conducted additional measures do not necessarily guarantee placement in the district's AIG Program although those results will be considered.

The school system does not pay for independent educational and intellectual evaluations.

1. The parent/guardian should submit a request in writing requesting a conference with the AIG School Review Team.

<p>2. If the parent/guardian still disagrees with the committee's decision, the parent/guardian may appeal the decision by making a written request to the principal within 10 school days of the initial/placement notice. The principal will review the decision of the team and grant the parent/guardian a conference within 10 school days of the parental request. After the principal and parent/guardian have met, the principal will meet with the AIG School Review Team and will, together, make a final placement decision. She/he will provide the parent/guardian a written decision within 10 school days of the conference.</p> <p>3. If the final placement decision fails to resolve the disagreement, the parent/guardian may appeal in writing to the AIG Director. The appeal must be made within 10 school days of the final placement decision. The AIG Director will review the appeal and then respond in writing to the principal and parent/guardian within 10 school days.</p> <p>4. If the AIG Director's decision fails to resolve the disagreement, the parent/guardian may appeal to the superintendent. The appeal to the superintendent must be made within 10 school days of receiving the AIG Director's response. The superintendent will review the appeal and respond in writing within ten school days.</p> <p>5. If the superintendent's decision fails to resolve the disagreement satisfactorily, the parent/guardian may appeal to the Whiteville CitySchools Board of Education. The appeal must be made in writing within 10 school days of receiving the superintendent's response. The board will confer with the AIG Director and offer a final written decision within 30 school days.</p> <p>6. If the board's decision fails to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as academically/intellectually gifted or (2) whether the local plan of services for the student has been implemented appropriately. Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parent/guardian.</p>	<div><div><div><div></div></div><div></div></div><div>Click here to remove the table and use only the narrative field.</div></div>
<p><b>* Ideas for Strengthening the Standard</b></p> <p>Whiteville City Schools will collect feedback on a regular basis from all stakeholders. We will also improve the collection of meaningful data so that we align our program visions and goals to best meet the needs of gifted learners.</p>	
<p><b>Planned Sources of Evidence</b></p>	
<p>* Local AIG Plan with School Board Approval</p>	
<p>* State Testing Reports</p>	
<p>* AIG Budget</p>	







**Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents

Whiteville City Schools (241) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Board Approved Letter</a>

Optional Documents	
Type	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	