

Wilson County Schools AIG Plan 2025-2028

Standard 1: Student Identification

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

Ideas to Strengthen the Standard:

- Create a better system to track potential gifted students in grades Kindergarten- 2nd.
- Create a system to make and track referrals for students in grades 3+
- Create a more defined system that supports each type of giftedness.
- Continue to increase the number of students identified through a consistent, comprehensive process.
- Create a more effective way to disseminate information regarding the screening, referral, and identification processes to the community-at-large.

Sources of Evidence:

- Headcount data
- AIG Referral and Identification flowchart
- AIG Referral form
- AIG Placement form
- Portfolio Evidence form
- Teacher Classroom Observation form
- AIG Brochure
- AIG Parent Rights form
- Meeting minutes

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to demonstrate their strengths and talents.

District Response:

The AIG Team has established an equitable screening and referral process for students beginning in kindergarten continuing through twelfth grade. Wilson County Schools (WCS) provides the opportunity for parents, teachers and other school based personnel to refer students for testing if they feel a child would benefit from the Academically or Intellectually Gifted Program. In Kindergarten, STAR CBM is given as a universal screener for math. In 1st and 2nd grades, STAR Math is given. In K-2, mClass results are used as a reading universal screener. A student should only be referred if they consistently perform above grade level in math and/or

reading. This can be done by completing the WCS Gifted Education Referral Form which includes reasons for nomination, a description of observed giftedness, gifted characteristics checklist, and academic strengths. Parents/guardians, teachers, or other school personnel can complete the form and submit it to the school level Academically Intellectually Gifted (AIG) Specialist. In addition, high school students may self-refer by completing the referral form. Referrals can be submitted at any time throughout the school year with applicable documentation such as standardized test scores, diagnostic data, EOG/EOC scores, and current grades.

Based on the referral, the team will meet to discuss next steps, including the decision to screen. Parents/Guardians will be contacted for permission to screen. Once permission is granted, students will begin the screening process. If the referral is denied, parents/guardians may appeal to the WCS AIG Coordinator.

Results from Math and Reading universal screeners can be used to determine potential students that would benefit from nurturing and further testing. All third graders will be given the Beginning of Grade (BOG) assessments as an initial screener in the fall of third grade. CogAT testing will take place during the spring for all second grade students. In addition, multiple pieces of data will be used throughout the year to screen K-8th grade students, including universal screener data, local assessment data, state assessment data, report card grades, and teacher observations. In grades 3rd through 12th, AIG specialists analyze recent BOG, EOG and EOC data, along with benchmark assessment data, to identify students scoring in the top 10% of their class to determine referral and eligibility for the Academic or Intellectually Gifted Program. Data from PSAT, SAT, ACT, and AP exams will also be used to determine 10th-12th grade referrals..

Following initial screening procedures at any grade, specialists may proceed with testing and/or revisit a student nomination as supporting criteria becomes available at any point during a school year or subsequent years. Once the screening process is completed, parents/guardians will be notified of screening results and placement decisions for their child. A parent or guardian must provide consent before receiving AIG services.

Practice B

Establishes a process and criteria for AIG student identification at all grade levels from K-12 that provide 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.

District Response:

WCS has established consistent criteria and methods for AIG student identification. Wilson County Schools administers both traditional and non-traditional standardized measures based on current theory and research. Valid and reliable assessment instruments are used to identify students for AIG Program services. Both group and individual measures are utilized. The main indicators for identification include aptitude and achievement. The aptitude and achievement tests are nationally normed tests, which give greater reliability and validity to our

identification process. A group aptitude assessment, the CogAT, is administered to all second graders to conduct a broad general screening.

Individualized assessments are administered by AIG Specialists for all referred students. The following instruments are used for AIG screening.

- **Aptitude Assessments**
 - Cognitive Abilities Test (CogAT)
 - Naglieri Nonverbal Ability Test (NNAT-3)
 - PSAT
 - SAT
- **Achievement Assessments**
 - Iowa Test of Basic Skills
 - NC Beginning of Grade 3 Reading Test
 - NC End of Grade Test
 - NC End of Course Test
 - ACT

K-1 Identification and Placement

Kindergarten, first and second grade students are served by an AIG specialist through the Primary Education Thinking Skills (PETS) program and other enrichment activities to provide enrichment services. If a student demonstrates the need for services beyond the regular classroom, the student may be referred for the AIG identification process. K-1 assessments and universal screening data will be used to identify any K-1 students performing above grade level. Based on this data K-1 students may be referred for additional testing. The criteria for identification of a K-1 student will follow the criteria for AG, IG, and AIG as listed below for grades 2-12.

2nd-12th Identification and Placement

A group aptitude assessment, the CogAT, is administered to all second graders to conduct a broad general screening during the second semester of each year. Testing will occur in the fall and spring for students in grades K-12 with referrals.

Parents/guardians may submit private testing evaluations by a licensed psychologist for the AIG team to review. Students who have demonstrated potential for high achievement or giftedness in reading and/or math, but have not met the above identification criteria, will have access to enrichment and interventions such as differentiated curriculum when needed to nurture potential in reading and/or math. These students are not identified as gifted. Student performance will be reviewed annually to determine if additional testing is needed.

In order for a child to qualify as AG, AIG, or IG and to receive services one of the following pathways for identification must be met in grades 2-12:

Pathway 1: Aptitude Only IG	95th percentile or higher on CogAT nonverbal and 95th percentile or higher on the Naglieri Nonverbal Ability Test	
Pathway 2: Aptitude(CogAT) AIG	95th percentile or higher on Aptitude Composite AND 1 of the following: ____ 90th percentile or higher on all CogAt subtests ____ 90th percentile or higher On IOWA in both reading and math within 12 months of assessment ____ 90th percentile or higher on achievement on the NC End of Grade (EOG) or End of Course (EOC) within 12 months of assessment ____ 90th percentile or higher achievement on the PSAT, SAT, ACT ____ Achievement on an Advanced Placement(AP) test of a 3 or above ____ Weighted Grade Point Average of 3.25 ____ Portfolio assessment with a minimum of three performance artifacts* that support the student's advanced ability	
Pathway 3: Achievement only AG, AR, AM	Option 1 Student scores \geq 90th percentile on either a CogAT Verbal or Quantitative subtest AND an overall composite score \geq 85th percentile on an Aptitude test (CogAT)	Option 2 The following criteria must be met and documented on the Portfolio data checklist: ____ \geq 85th percentile on Aptitude(CogAT)

	<p>_____</p> <p>Student scores 85th-89th percentile on either a CogAT Verbal or Quantitative subtest and \geq 85th percentile on either a Reading or Math Achievement Test (IOWA)</p>	<p>Composite or Subtest) OR _____ \geq 85th percentile on Achievement Reading/Math (IOWA) AND _____ Two years of consecutive trend data of Level 5 scores on BOG, EOG, or EOC)</p> <p>1 of the following for High Achievement: _____ Benchmark _____ Final Exams _____ Universal Screeners</p> <p>1 of the following for Student Performance: _____ Teacher Classroom Observation _____ Teacher Referral Form _____ Gifted Characteristics Form _____ Work Samples (Not Multiple Choice) _____ Other</p>
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Practice C

Ensures AIG screening, referral, and identification procedures respond to underrepresented 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.

District Response:

WCS has procedures in place to respond to our traditionally underrepresented populations and LEA demographics, such as multilingual learners, economically disadvantaged, and African American students. Enrichment services are provided to the top 10% of each grade

level. WCS encourages high achievers to participate in enrichment and extracurricular activities. The district continually monitors identification demographics at K-12 schools across the LEA. All WCS third graders have traditionally taken the CogAt in the fall semester and will be screened in Fall 2025; however, second graders will be screened each spring semester using the CogAT as a universal screener beginning Spring 2026. Local and site-based data will be used to help identify possible students for enrichment or identification.

WCS provides non-traditional portfolio requirements to identify students who do not qualify under traditional measures. Multiple pathways have been developed to provide opportunities for identification through both traditional and non-traditional pathways. If a student does not meet the traditional identification requirements, the portfolio pathway will help identify those students who may be from underrepresented populations (see AIG Identification Portfolio Requirements- appendix). Our goal is to achieve representation that reflects our demographics. The LEA will collaborate with English Learners (EL), Title I, and Exceptional Children (EC) departments to locate potential AIG students and to help increase awareness of underrepresented populations with regular classroom teachers. Services will be provided to students who are identified as gifted or high achievers. This will help reach the underrepresented students who may be identified as high achievers. AIG Specialists continue to monitor district and statewide assessment data to determine if any additional students need to be screened.

Practice D

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

District Response:

The referral process is shared with teachers to ensure consistency in screening and referring students. This provides consistent communication among all schools on the process for referring, screening, and identifying AIG students. Professional Development will be provided to staff explaining the process for referring, screening, and identifying AIG students at the beginning of the school year through a virtual platform.

Throughout the year, AIG Specialists review benchmark assessment data for students scoring above 85% correct on reading and math assessments as well as the top 10% in each subgroup. Internal audits of data are also conducted throughout the year to determine students who are performing above the target level in reading and math in grades Kindergarten through 12th. EOG data is scanned for students scoring at or above the 85th percentile. A district AIG Referral Form for teachers, parents, and other school personnel has been created for consistent referrals of students across the district. The AIG Specialists will review all referrals prior to testing to ensure sufficient criteria have been met to avoid unnecessary assessments.

Test coordinators at each school oversee testing. For the CogAt, the test coordinators at each school will be trained by the AIG specialists in consultation with the Executive Director of Testing and Accountability and the AIG Coordinator each year. The test coordinators then train

each 2nd/3rd grade test administrator with the assistance of the AIG specialists. AIG specialists collaborate with the test coordinator for fall and spring testing.

Practice E

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

District Response:

Wilson County Schools (WCS) has established procedures for providing consistent information to all school personnel, parents/families, students, teachers, and members of the community. The LEA will continue to update the district website and provide documents in multiple languages. A brochure is available outlining the screening, referral, and identification processes for student placement in the AIG program. It is available to school personnel, parents, families, students, and community members. The brochure is attached to the "Permission to Test" letter that is sent home with potential AIG-identified students. It is posted on the WCS website, and copies are available at the schools and the central office.

The virtual presentation will be added to the AIG web page, which is maintained on the WCS website, indicating the criteria for identification in order to keep stakeholders informed. AIG Specialists explain identification processes to students prior to screening. Post-screening parent meetings are held at the elementary and middle school levels to explain the screening, referral, and identification process and/or the review of student service options.

AIG Parent Information Nights and Transition Support Nights are offered each year. In addition, social media sites will be utilized to continue to promote the success of the AIG program in Wilson County Schools. Parent information nights would not be limited to only AIG students but would be provided for all parents interested in the program.

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.

District Response:

WCS maintains files for each student that contain all documentation that has led to identification. The student identification data sheet is completed and signed by team members and the AIG Coordinator. The AIG Specialists meet individually with parents for an initial review of the student identification data sheet and provide copies and an explanation of the process for their child's eligibility after testing is completed. A "Statement of Rights of AIG Students and Parents/Guardians" is presented to parents/guardians at that time, which outlines the "Procedures to Resolve Disagreements with Gifted Program Options." Parents/guardians may accept or decline services for their child. These records are placed in the child's orange folder and are maintained by the AIG Specialists. The folder is maintained and updated

throughout the year, including updated Differentiated Education Plans (DEPs), updated testing data, and additional notes provided by the AIG Specialist, classroom teacher, or parent. AIG specialists will submit final copies to the AIG Coordinator, who will ensure the student identification is then entered into Infinite Campus.

Practice G

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:

WCS developed a Differentiated Education Plan (DEP) for identified AIG students that clearly outlines the services each child will receive, along with individual student goals. The DEP focuses on both academic and social-emotional goals of the student. It also includes documentation for annual reviews with parents, as well as annual goals. The DEP is developed for each student to meet their individual needs using data from EOG, benchmarks, and AIG identification data by the AIG Specialists in collaboration with the parents, support staff, and classroom teachers. Other data, such as current grades, formative assessments, teacher and parent observations, and work samples, may also be considered. If any students are considered twice exceptional, the AIG Specialist will be invited to attend all IEP meetings, and the EC teacher will be invited to attend all DEP meetings. Once the DEP is completed, the AIG specialist and parent/guardian will sign the document, and it will be placed in the child's orange AIG folder. Progress toward DEP goals is reviewed and monitored with parents and classroom teachers two times per year. AIG Specialists meet as a team each year to facilitate a smooth transition at key grade levels to discuss the specific needs of individual students transitioning from elementary to middle school.

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services for the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Ideas to Strengthen the Standard:

- Strengthen collaboration between regular education instructors, EC, EL, parents, families, administrators, and AIG specialists to improve differentiated instruction and services.
- Offer multiple countywide family events to increase parent involvement.
- Include AIG Specialists in the School Improvement and Problem Solving Teams.

- Create social media sites to promote what is occurring throughout the district in the AIG program.

Sources of Evidence:

- Updated DEP format
- Professional development presentations
- AIG meeting agendas and minutes
- AIG website
- AIG social media sites
- Student portfolios
- Interest Inventories
- Parent Event sign-in sheets
- AIG Enrichment opportunities (contests, trips, competitions, programs)
- Enrollment in Honors, AP, and IB classes and Career and College Promise (CCP) courses

Practice A

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students across all grade levels, K-12, and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

District Response:

AIG Specialists provide a range of comprehensive services that address the academic and intellectual needs of gifted students within each school setting. Students in grades K-2 receive pull-out services in collaboration with the classroom teacher through the PETS program. In 3-8 classrooms where cluster grouping is utilized, both pull-out and inclusive services are appropriate for students. In grade levels where cluster grouping is not utilized, pull-out services will be the method of direct service.

Secondary counselors and AIG Specialists will assist students in selecting classes to ensure they are placed in classes to match their area of identification. At both the middle and high school levels, students are encouraged to select electives and clubs that meet their academic and social interests, as well as the strengths of the student. Students are expected to participate in contests, projects, and other academic extracurricular activities for enrichment. Middle school AIG Specialists will collaborate with counselors to assist 8th-grade students in selecting high school classes for this requirement. High school students are expected to take an honors-level class or above each year in their area(s) of identification. The district provides opportunities for high school students to challenge themselves in their areas of identification and interest through Wilson Early College Academy (WECA), Wilson Academy of Applied Technology (WAAT), International Baccalaureate (IB), Advanced Placement (AP) Capstone, Advancement Via

Individual Determination (AVID), Credit by Demonstrated Mastery (CDM), and enrollment in College and Career Promise (CCP) courses.

AIG specialists collaborate with classroom teachers and school staff members to deliver services both directly and indirectly to students. AIG Specialists will support teachers with developing lessons, assist teachers in differentiating instruction for high-ability learners, share resources, suggest instructional strategies, and consult on social or emotional issues impacting students. AIG Specialists support district initiatives, especially in the area of higher-order thinking. AIG staff will strengthen partnerships with school counselors to support the social and emotional well-being of gifted learners through regular professional development opportunities, inclusion in SEL meetings, and informal discussions of needs. Collaboration with exceptional children teachers will ensure the needs of twice-exceptional students are met.

WCS gifted students are currently served in their identified area(s) with additional enrichment provided in their non-identified area(s). Wilson County Schools strives to include research-based programs that match the services offered. AIG Specialists will develop student-generated inquiry projects based on a student's interests. County-wide enrichment events will occur to provide opportunities for gifted students to collaborate, interact, and develop relationships with other identified students within the district. DEPs are shared with regular education teachers in the area in which the student is identified.

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.

District Response:

WCS recognizes the need to increase knowledge about the social and emotional needs of gifted students so they can be understood and addressed. WCS encourages collaboration among regular education teachers, special education teachers, counselors, psychologists, AIG Specialists, MTSS Coordinator, and Administrators. The WCS district plan to address the unique social and emotional needs of all students, including AIG, will begin by offering professional development to regular classroom teachers and other staff who interact with gifted students. This will be in collaboration with district personnel, including AIG Specialists, and will include SEL Booster Shots provided by the Department of Public Instruction (DPI). AIG Specialists will continue to attend professional development that specifically addresses the social and emotional needs of gifted learners. Second Steps is a resource that provides lessons focused on social and emotional skills which are utilized by counselors in both core instruction and as an intervention as needed to better support students. AIG specialists also use bibliotherapy to assist AIG students in connecting to characters to gain insights into their giftedness.

The AIG Advisory Board, which consists of parents, principals, counselors, administrators, directors of elementary and secondary schools, and other stakeholders, will meet

annually to review the AIG program to determine if the needs of our AIG students are being met, including their social and emotional needs. AIG Specialists refer gifted students who have social and emotional needs that can not be met in the traditional classroom to the school counselor and work collaboratively to support the student. AIG Specialists will increase awareness of social and emotional needs with parents through the AIG page on the district website.

Practice C

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

District Response:

Wilson County Schools identifies students in grades K-12 based on identification areas of academically gifted (AG), academically-intellectually gifted (AIG), or intellectually gifted (IG). The identification process has been enhanced to match the goals and resources of the total instructional program.

The Executive Director of Elementary Education serves as the AIG Coordinator and ensures that all policies that pertain to AIG are monitored, reviewed, and shared with administration and the AIG specialists annually and/or as policies are revised. The AIG Coordinator ensures a common vision is seen in representing AIG goals throughout the district and school improvement plans. The AIG Coordinator communicates and collaborates with other departments to ensure that AIG goals and best practices are included in district programs and policies, and recommends any appropriate changes. AIG Specialists provide input into the School Improvement Planning process at their schools. AIG program goals and services are aligned with the NC Standard Course of Study to provide rigor and enrichment to students based on needs.

The AIG Coordinator will host monthly AIG meetings, in which members of the Instructional Services Department will offer professional development that follows district initiatives. Some of these initiatives include lesson planning, differentiation, increasing rigor, higher-order thinking strategies, writing across the curriculum, and social and emotional learning. AIG Specialists, classroom teachers, counselors, and other personnel enhance and enrich the Standard Course of Study through common instructional goals. DEPs will be updated annually and reviewed in the Fall with classroom teachers and parents to ensure services are appropriate for each student. For any student considered twice exceptional, both the AIG Specialist and the Exceptional Children teacher will meet to create the DEP for the student.

Common resources, such as William and Mary lesson plans, Breakout EDU, PBL Project, Jacob's Ladder, and AIG resource books, will be shared among AIG specialists and available for checkout to be used within the schools. All digital resources will be housed in a shared drive that AIG specialists can access throughout the year.

Practice D

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

District Response:

Elementary school AIG identified students participate in intentionally created flexible groups that meet their needs in their identified area. AIG students are often clustered in elementary school groups. Based on ongoing data collected throughout the year and discussed at PLC meetings, grade-level meetings, and MTSS meetings, groups are flexible and created for AIG-identified and enrichment group participants. Classroom teachers and AIG specialists will work collaboratively to group students to provide services using pull-out and/or push-in models.

Middle School AIG identified students will be clustered into one class if there are fewer than 10 students, and into no more than two classrooms per grade for more than 10 students in core subjects. This will allow for middle school AIG Specialists to more effectively serve AIG students.

If less than 10% of the student population is AIG identified in grades two through eight, enrichment services are provided for the top ten percent of the student population, especially targeting schools with traditionally underrepresented populations. The criteria utilized will be:

- Teacher observation/recommendation
- Student performance in content areas
- EOG and BOG scores
- Benchmark assessment data
- Achievement Test score (if available)
- Aptitude test score

Students with the highest scores on these indicators will be included in an enrichment group. If a student transfers to another school within the district in the same school year, then the student will be included in the enrichment group at the new school.

Grade or subject advancement will be considered if there is a clear demonstration of a student's ability to work above their current grade level. School administrators should consult with the Site Review Team, including AIG Specialists, for recommendations and complete the grade advancement rubric provided by the AIG Coordinator. The AIG Specialist will consult with the regular education teacher(s) to enrich, extend, and accelerate the curriculum at the current grade level before considering grade or subject advancement.

The Executive Directors of Elementary and Secondary communicate with principals and monitor implementation regarding AIG grouping models and service options. Grouping of students will be in compliance with House Bill 986, in which all students who score a level 5 on the Math EOG/EOC in grades 3 and higher must be enrolled in an advanced math course, unless the parent opts out.

Practice E

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

District Response:

Teaching gifted students must be everyone's responsibility, including AIG Specialists, principals, regular classroom teachers, and support staff. A common presentation is shared with all administrators and AIG specialists to be utilized at each school at the beginning of each school year. The presentation includes expectations for the delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. AIG Booster Shots PD sessions are offered at WCS teaching and learning conferences. Professional Development is also offered at Beginning Teacher (BT) Support Sessions for BTs in their first three years.

The AIG Coordinator ensures AIG testing and plan information is shared across the district by meeting with:

- AIG specialists, the Executive Director of Testing and Accountability, and test coordinators to provide testing training and share AIG plan information
- Principals to share the AIG plan and any information as needed
- Teachers, MCL's, and Math and Literacy Coordinators to provide professional development

Information for all teachers, administrators, and support staff concerning AIG will be available both digitally and in print. The AIG plan and brochure are posted on the district website and available in print at each school. The AIG handbook and guidelines, updated forms, AIG plan, procedures, and other documents are shared electronically through the team drive for each AIG Specialist to access. These documents are reviewed annually and discussed throughout the year in monthly AIG meetings.

Practice F

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

District Response:

Elementary and middle school AIG Specialists, counselors, administration, and classroom teachers collaborate to ensure a smooth transition for AIG students. In the spring, all 5th-grade students will tour the middle school they will attend the following year. WCS will hold transition sessions to provide information for rising 6th and 9th graders and their parents in order to support a smooth transition. Elementary AIG specialists will meet with the middle school specialists to deliver folders of rising 6th-grade students and work together to create a DEP for each rising student. Middle school AIG Specialists will meet with the high school counselor to review folders of rising 9th-grade AIG students. Middle school AIG Specialists, rising 9th grade

AIG students, and High School counselors will meet to determine an appropriate class schedule that challenges them and meets their academic needs, after reviewing their AIG folder.

Practice G

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

District Response:

WCS has established guidelines for the process of subject and grade advancement when there is clear evidence that advancement will meet the individual needs of a student. Some students may require accelerated service that requires the regular classroom teacher and AIG specialist to develop a plan for student needs. Classroom teachers can provide recommendations and develop a DEP for advancement that could include grade, subject, or content area, Credit by Demonstrated Mastery, College and Career Promise courses (CCP) with dual enrollment at the local community college, North Carolina Virtual High School (NCVPS), or internships.

Early Admission to Kindergarten is an accelerated opportunity reflected in the State Board of Education policy, which allows a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he/she demonstrates an extraordinary level of academic ability and maturity. Parents first request the WCS Early Admission to Kindergarten guidelines. The parents, at their own expense, are responsible for supplying the principal with required aptitude and achievement scores that are in the 99th percentile, by a licensed psychologist, a portfolio of student work, and 2 letters of recommendation that show physical and social maturity of the child. If the principal determines the child's performance supports further assessment, a reading and mathematics assessment will be administered. If all criteria are met, the principal will schedule an interview with the counselor and the child and parents to discuss the child's social and work habits. The principal will then contact the parent within three weeks to schedule a conference to discuss the child's performance. Parents will be notified at this time of the decision whether or not to enroll the child.

WCS will consider grade advancement in K-8 utilizing the WCS Grade Advancement Rubric. To be considered for grade advancement, a parent or teacher needs to make a referral to the principal. After the referral, data and supporting evidence will be gathered to complete the WCS Grade Advancement Rubric. Evidence should include a variety of assessment data such as BOG, EOG, CogAt, Iowa, benchmarks, student work samples, and observations. Once the WCS Grade Advancement Rubric is completed with evidence attached, it will be reviewed, and a decision will be made by all stakeholders. If there is a need for grade acceleration, the principal may place the child in a higher grade level if it will best meet the needs of that individual student.

To earn Credit by Demonstrated Mastery (CDM), students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase

assessment. A teacher, counselor, or student may make a referral. The parents are then notified, and if they agree, the student will be given a summative test in the content area requested. The student must score at least a 94% and satisfactorily complete a performance product showing application of the content to earn credit by demonstrated mastery. The student will only receive credit, not a letter grade.

Counselors and AIG Specialists encourage rising 10-12 AIG students with a 3.0 GPA or higher to take College and Career Placement (CCP) classes with the local community college. Students may also request to take a CCP course through the counselor. Rising 10th-grade students may apply for CCP classes if they are identified as gifted in both reading and math. High school and college credit will be awarded to each student who passes the course with a grade of C or higher.

North Carolina Virtual Public Schools (NCVPS) offers high school courses online. Students and/or counselors may request to take a NCVPS course to the Executive Director of Secondary Education. Approval of the course is based on scheduling conflicts and the lack of class offerings needed.

Internships are also considered a form of acceleration for 9-12 students. Internships are advertised throughout the high schools. Interested students apply with the Career Development Counselor at their high school. Students approved are then assigned a local internship with our county business partners.

Based upon local board policy 3420 (Student Promotion and Accountability), some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail, or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options.

Practice H

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

District Response:

WCS is currently serving K-3 students through the Primary Education Thinking Skills (PETS) program to develop critical thinking and vocabulary development. All K-3 students are viewed as potential future AIG students. Classroom teachers are encouraged to differentiate curriculum using a variety of instructional practices that include small groups and flexible grouping. Teachers have been trained on Effective Questioning by Learning Focused trainers to help promote higher-order questioning skills in every classroom.

AIG Specialists will support kindergarten through third-grade classroom students through instructional practices that foster creativity, curiosity, critical thinking, and provide

advanced content support to high-achieving students. The classroom teachers and AIG Specialists work collaboratively to enrich all students.

Third-grade enrichment groups will consist of students who have scored at or above the 85th percentile on the BOG3 Reading test, grades of A/B, and/or a projected level 5 on benchmarks. AIG Specialists will collaborate with the classroom teachers to provide strategies and appropriate, leveled resources and enrichment activities. WCS will maintain documentation of students who have participated in the PETS program to track future AIG identification. The Elementary AIG Specialists will provide talent development support to K-3 students through flexible pull-out groups.

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.

District Response:

WCS is committed to identifying and meeting the academic needs of high-performing students from all populations. Efforts are being made to better identify our underrepresented populations through a variety of strategies, including the use of a portfolio process, screening of all 2nd/3rd grade students, and inclusion of the top 10% of all students at each school in our talent development program. The CogAT will be used to screen all 3rd grade students in the Fall 2025 and 2nd grade students each Spring, beginning in Spring 2026, which will help identify underrepresented populations as gifted.

It is Wilson County Schools' goal to increase the diversity of our AIG program and have a fair representation of underrepresented populations. Students considered high achievers based on the criteria mentioned will be provided enrichment services and support from other departments as needed. Portfolios of student work will be used as supporting documentation.

In grades K-2, critical thinking skills and vocabulary will continue to be developed through the PETS program. Third through eighth-grade students who are not identified are encouraged to participate in advanced coursework in which the student feels they would be successful. Students in 9th-12th grade are encouraged to enroll in classes that will challenge them.

Demographic data of underrepresented populations will be tracked to determine the effectiveness of the program. WCS will also utilize mentorships, job shadowing for interest-based exploration, peer counseling, and other strategies to respond to the needs of all AIG students, including those within underrepresented populations.

Practice J

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

District Response:

WCS offers a variety of extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. Enrichment opportunities are offered for participation in local, state, and national competitions that may include, but are not limited to:

- Science/Math Fairs
- Public Speaking Contests
- Essay Contests
- Battle of the Books
- District STEM Competitions
- FIRST Robotics Competition
- Poster Contests
- Middle/High School Math Contests
- County-wide enrichment events
- Clubs or Other Civic Groups
- Service Project Opportunities
- Summer Camp offerings (LEA, Community, and State)
- Think-A-Thon
- Career and Technical Education Student Organizations

AIG Specialists encourage student participation and recommend specific activities to address student interests and needs. These activities provide the opportunity for students to apply complex problem-solving, critical thinking skills, effective communication skills, and leadership skills. Specialists support enrichment opportunities by meeting with classes, groups, and individual students to provide additional guidance as needed.

The Wilson County Schools AIG website and newsletter will include information on extracurricular events, including upcoming opportunities and camps for students. A list of opportunities is maintained by AIG specialists. Meetings are scheduled at the beginning of each semester to communicate about upcoming opportunities and expectations with parents and students. Parent nights throughout the year will be held for students to have an opportunity to present projects and other assignments.

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Ideas to Strengthen the Standard:

- Encourage teachers to take local professional development courses on ways to support AIG students.
- Share curriculum ideas and strategies with stakeholders.
- Investigate additional research-based programs to support K-12 students.

Sources of Evidence:

- Differentiated Education Plan
- AIG lesson plans
- AIG portfolios
- EOG and district data
- Professional Development documentation
- AIG meeting agendas
- Inventory of Resources

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and advancement strategies.

District Response:

WCS is committed to offering a challenging, rigorous, and relevant curriculum designed to meet the intellectual, social, and emotional needs of gifted learners in grades K-12. We maximize the intellectual development of gifted learners by offering advanced content and differentiated instruction through enrichment, extension, and advancement of content as required by the NCSCOS. Meeting the needs of the AIG students through differentiation must also be adopted by regular classroom teachers through strategies such as tiered instruction and flexible grouping. AIG Specialists, regular classroom teachers, and other support staff have the responsibility to plan, prepare, and implement appropriate differentiated instruction for all students. AIG specialists support teachers and staff in their lessons by providing instructional strategies, materials, and resources that enhance, extend, and enrich the curriculum for our advanced learners to ensure that all AIG students will receive rigorous instruction. Sessions are offered during the district-wide Teaching and Learning Conference, addressing effective differentiation strategies and social-emotional needs of gifted learners.

For talent development, the district will continue to use Primary Education Thinking Skills (PETS) and/or other evidence-based thinking skills programs for K-3 teachers in regular classrooms to differentiate learning.

AIG Specialists and regular classroom teachers will work to provide enrichment and extension resources to support the NC State Standards through team teaching, collaborative planning, and use of advanced, research-based resources. Some enrichment and extension activities include project-based learning, independent studies, and seminars. Students will also be provided research opportunities to extend the regular curriculum and allow them to gain more

in-depth knowledge and understanding of specific concepts. The advancement model in K-8 is used when a student needs to move beyond the current curriculum due to mastering the curriculum very quickly. Students may grade or subject accelerate based on individual student needs. WCS offers options for advancement and extension for high school students that include the following:

- NC Virtual Public High School
- Dual Enrollment (Career/College Promise Program)
- Wilson Early College Academy (WECA)
- Wilson Academy of Applied Technology (WAAT)
- Advanced Placement (AP) courses
- International Baccalaureate program (IB)
- Credit By Demonstrated Mastery (CDM)
- Self-selection of coursework, which could include Honors and Advanced Placement

Learning progress for AIG must continue for students to grow even when proficiency is reached. Once grade-level content standards have been mastered, activities, assignments, and projects will be provided to enrich, extend, and accelerate the NCSCOS and span grades K-12 in Language Arts and Mathematics through real-world applications.

Practice B

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

District Response:

The AIG Specialists use interest inventories with students to identify areas of interest. AIG students are encouraged to participate in extra-curricular contests and opportunities to enrich student learning based on student interest, such as STEM fairs/activities for elementary and middle, AIG Think-A-Thon, and Math Competitions, and field trips for all identified students. Soil and Water poster, essay, public speaking, and slideshow contests are an opportunity for elementary, middle, and high school students. The AIG program strives to provide a variety of environments to serve gifted learners or potentially gifted learners in grades K-8 that include:

- Cluster groups
- Pull-out groups
- Enrichment groups
- Co-teaching/Push-In

WCS offers options for advancement and extension for high school students that include the following:

- NC Virtual Public High School
- Dual Enrollment (Career/College Promise Program)
- Wilson Early College Academy (WECA)
- Wilson Academy of Applied Technology (WAAT)
- International Baccalaureate program (IB)
- Self-selection of coursework, which could include Honors and Advanced Placement

AIG Specialists and regular education teachers will not only differentiate the learning environment for students but also differentiate the content, process, and products students are expected to utilize. This could include providing more challenging materials, involving the student in the creation of the scoring guides, inquiry-based assignments, problem-based learning activities, providing authentic tasks, or using topics that interest the student.

Professional development will provide appropriate instructional strategies based on the needs, abilities, interests, and learning styles of gifted learners. AIG specialists and regular education teachers will attend conferences, workshops, classes, and seminars to become more knowledgeable of current trends in gifted education.

Practice C

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

District Response:

WCS has purchased and implemented evidence-based supplemental resources that can be used by regular classroom teachers and AIG Specialists. The LEA will continue to locate other resources to build a differentiated curriculum bank in the district.

WCS uses the following supplemental resources for curriculum and instruction:

- PETS
- Thinking Maps
- William and Mary Units in Math and Reading
- Socratic Seminars
- Hands On Equations
- Breakout EDU
- The Problem-Based Learning Project
- Jacob's Ladder units
- Cooperative Learning
- Formative Assessments
- Differentiated Instruction

The WCS district framework includes evidence-based resources per standard to help meet the needs of all learners, including gifted learners. Additional AIG resources are available for regular classroom teachers to check out.

WCS acknowledges that gifted students have distinctive social and emotional needs, and there is a need for further work in supporting staff, parents, and students in meeting those needs. AIG Specialists collaborate with the student services support team, including counselors in order to develop effective strategies to meet the social and emotional needs of gifted learners. AIG Specialists will refer to school counselors any students with social/emotional issues or students who are underachieving in the classroom. Strategies will be shared with classroom teachers. The Social and Emotional Booster Shots provided by the Department of Public Instruction are utilized to better support staff who work with AIG students. AIG resources used to promote student social and emotional needs include: “What it Means to be Gifted” and Jacob’s Ladder Affective Social and Emotional Intelligence. Novel studies are utilized for bibliotherapy to promote the understanding of gifted characteristics through a literacy-based discussion.

Transitional support will be given to AIG students by the counselor, administration, and AIG Specialists for rising 6th and 9th-grade students to better support them as they transition to new schools. Elementary and Middle school AIG specialists will schedule team teaching activities to help form relationships with students as they transition between elementary and middle school. The focus during this transitional time will be to build relationships with new teachers and get accustomed to a new setting and new expectations. Summer Accelerator Camp will be offered to rising 6th-9th grade students, which includes CTE strands and credentials.

WCS continues to provide a variety of extra-curricular activities that allow students to meet and interact with their gifted peers. County-wide enrichment events provide hands-on, challenging activities for gifted students across the county. These events will include things such as Think-A-Thons, visits to Wilson Academy of Applied Technology and Wilson Early College Academy, as well as other various programs coordinated with community resources and/or the technology department. AIG Specialists conduct annual meetings with parents to review the DEP and offer opportunities for discussion about the emotional and social needs of their child. WCS offers an annual open house for grades 3-8 to discuss AIG programming, gifted characteristics, and social and emotional needs of AIG students.

WCS will be providing professional development for all certified staff on the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework. The CASEL 5 core competencies professional development for AIG teachers will focus on the SEL needs of gifted learners.

Practice D

Fosters the development of durable skills and mindsets that support post-secondary success. these skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner’s mindset, and personal responsibility.

District Response:

Wilson County Schools (WCS) is committed to fostering the development of durable skills and mindsets that support post-secondary success for all AIG students, including adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility.

To develop these durable skills and mindsets, WCS encourages strong collaboration between AIG Specialists and regular classroom teachers. Together, they design and implement technology-integrated and problem-based learning experiences that emphasize advanced-level, future-ready skills. AIG Specialists participate in monthly professional development focused on best practices for promoting durable skills, which are then shared with classroom teachers to ensure equitable instruction across the district. Digital Teaching and Learning Specialists (DTLSS) at each school further support this integration by promoting digital tools that enhance collaboration, communication, and creative thinking.

At the elementary level, students in grades K-3 engage in the Primary Education Thinking Skills (PETS) program, which nurtures critical thinking, creativity, analytical reasoning, and collaborative problem solving. In grades 4–5, advanced students participate in William & Mary and M3 units, which provide real-world applications and promote leadership, teamwork, and creative inquiry.

At the secondary level, durable skills are developed through a wide range of academic and extracurricular opportunities. Students take part in clubs and organizations such as Future Business Leaders of America (FBLA), National Honor Society, Student Government Association (SGA), Club Unify, and Future Farmers of America (FFA), which strengthen leadership, communication, collaboration, and empathy through service and civic engagement. Students also engage in job shadowing and internships facilitated by the Wilson Education Partnership (WEP) and the WCS Work-Based Coordinator, allowing them to apply classroom learning in real-world job settings.

WCS also offers academic pathways designed to enhance learner autonomy and self-direction, which include: Wilson Early College Academy (WECA), Wilson Academy of Applied Technology (WAAT), Advanced Placement (AP) courses, the International Baccalaureate (IB) program, and opportunities for Credit by Demonstrated Mastery (CDM). They promote a learner's mindset by encouraging students to take ownership of their learning and explore advanced topics independently.

Across all grade levels, AIG students engage in higher-order thinking tasks, collaborative projects, and innovative problem-solving activities, which strengthen critical thinking, creativity, and teamwork.

Through these comprehensive efforts, the WCS AIG program directly supports the Portrait of a Graduate, ensuring that AIG learners graduate not only academically prepared but also with the durable skills necessary for success in the future.

Practice E

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

District Response:

WCS collects data through a variety of sources to differentiate classroom instruction and create flexible grouping of enrichment and AIG students. Data from these sources will be shared with all staff to help facilitate the development of curriculum, instruction, and grouping practices. WCS continues to make progress in collecting the data and using the information to drive instruction. WCS uses summative assessments that include: MasteryConnect Benchmark Assessments, Beginning of Grade 3 Reading test (BOG), Universal Screeners, mClass, EOG/EOC, Advanced Placement exams, International Baccalaureate exams, OLSAT, Iowa Test of Basic Skills, CogAT, K-2 Math assessments, teacher-generated assessments, and local adopted assessments (in addition to report card grades and EVAAS) as sources of data in creating flexible groups. Data from MasteryConnect Benchmark Assessments, mClass, STAR Math, and EOG can identify students who demonstrate mastery beyond grade-level expectations in specific areas, leading to opportunities for nurturing and/or enrichment.

WCS also uses formative assessments that include: observations, portfolios, student work samples, grades, student conferences, PETS data, and interest inventories. Using this variety of data sources, WCS can determine differentiation needed for gifted students, identify professional development needs, and aid in determining what resources are needed. Data is used during grade-level PLCs to drive instruction and create flexible grouping. In addition, AIG specialists analyze data following assessments at district-level AIG meetings. In response to House Bill 986, all 4th-8th grade students who scored a level 5 on the previous year's math End of Grade Assessment will be placed in a class that offers advanced math opportunities unless their guardian/parent chooses for them not to participate.

Practice F

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

District Response:

AIG Specialists work with Instructional Services, Student Support Services, and Technology Services in ensuring differentiated instructional opportunities are provided for gifted students. AIG Specialists also collaborate with EC and ELL teachers and support staff to provide differentiated instruction for our twice-exceptional and ELL students.

Professional development is provided by our AIG specialists on best practices and strategies for differentiating AIG lessons at the annual Teaching and Learning Conference. Additional support with differentiated curriculum and instruction will be given at each school at staff meetings, PLC meetings, and/or after-school professional development sessions by AIG specialist, the AIG coordinator, technology staff, and the literacy and math coordinators.

Administration will monitor and encourage staff participation in professional development provided by the AIG Specialists.

AIG Specialists and staff members who are directly involved with gifted learners collaborate to create differentiated lessons. Differentiation strategies and resources such as Revised Bloom's Taxonomy question starters, differentiation product options, differentiation menu books for subject and grade levels, etc., will be shared with all staff who teach gifted students. During PLC meetings, AIG specialists help with planning for gifted learners who are excelling and need differentiated enrichment activities. AIG Specialists support the School Improvement Team and the Problem-Solving Team as they discuss the needs of gifted learners.

At the district level, monthly meetings are held to discuss ways to effectively provide support to all schools. Support at a district level is provided by AIG Specialists, instructional technology facilitators, and the math and ELA coordinators. Resources and differentiation activities are added to the district-wide curriculum frameworks after collaboration with the district team.

Standard 4: Personnel and Professional Development

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

Ideas to Strengthen the Standard

- Provide mentors to pair new or general education teachers with experienced gifted educators
- Provide new AIG specialists with a mentor and learner
- Offer specialized training on supporting students who are both gifted and have disabilities (twice-exceptional learners).
- Create a resource hub for resources, articles, lesson plans, and PD information
- Encourage participation in professional development opportunities that focus on the needs of gifted learners for regular education teachers and AIG Specialists
- Find strategic and focused professional development to maximize AIG student achievement and growth
- Encourage classroom teachers who work with gifted students to have AIG licensure
- Offer book studies for AIG Specialists on ways to support gifted students

Sources of Evidence

- AIG meeting agenda and minutes
- Conference attendance
- Teacher Credential rosters
- PLC agendas/minutes
- AIG website

- Professional Development Course offerings and sign in sheets

Practice A

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

District Response:

The WCS AIG Coordinator is AIG certified. The district designee is also the Executive Director of Elementary Education, who serves in other capacities in the district and continues regular consultation with the AIG Specialists, Federal Programs department, MTSS lead, EC department, Student Services department, Technology department, and Testing and Accountability department. The AIG Coordinator works collaboratively with the AIG Specialists to plan, develop, revise, and monitor the local AIG plan.

All AIG coordinators plan throughout the year with monthly meetings. During a plan-writing year, they meet twice a month. Planning includes reviewing surveys, meeting in PLCs, discussing the plan in team meetings, attending regional meetings, watching the unpacking webinars, and receiving feedback from stakeholders.

To develop the plan, the AIG team used existing data, analyzed the plan, reflected on practices from prior years, added best practices, gathered updated data, and included an advisory board. Revising the plan included making changes and adding additional information based on feedback, revising identification practices, and adding more pathways based on local norms to include more underrepresented populations. A monthly schedule is created to monitor the plan at monthly meetings. We will also monitor teachers, budgets, and resources.

The AIG coordinator will oversee the implementation and the evaluation of the WCS AIG Program as follows:

- Serve as chair of the Gifted Advisory Board.
- Coordinate professional development to support the academic and social-emotional needs of gifted students.
- Consult with administrators/AIG Specialists to monitor the AIG program at the school level, including clustering AIG students, managing implementation of NC HB 986, high school advanced programming, and other district-wide procedures and programs that affect gifted students
- Make budget recommendations for teacher training, resources, testing materials, etc.
- Keep abreast of and disseminate information on trends, issues, methods, and policies by attending meetings/conferences
- Create public awareness concerning the AIG program and the need for differentiation
- Evaluate the progress of the AIG program
- Serve as a liaison between parents and schools

- Present information about the AIG program to the senior staff and all administrators
- Provide leadership at all levels, for the needs of AIG learners
- Oversee the screening, referral, and identification process at the district level.
Provide leadership at all levels for the needs of AIG learners

Practice B

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

District Response:

WCS employs AIG Specialists who are all AIG licensed. Elementary AIG specialists are assigned to 2-4 elementary schools, and the Secondary AIG specialists are assigned to 2-3 middle schools and are consultative at the high schools. The AIG Specialists guide, plan, develop, implement, revise, and monitor the WCS AIG program and are all qualified to meet the academic, intellectual, social, and emotional needs of gifted learners. They are encouraged to stay up-to-date on the most recent research and instructional practices for gifted students by attending the Teaching and Learning Conference and the NCAGT Annual Conference. AIG Specialists' responsibilities include, but are not limited to:

- Provide support and resources for teachers, principals, and Central Office staff
- Provide direct support/service to gifted students
- Provide indirect services to gifted students with social and emotional
- Refer AIG students to the school counselor as needed to meet their social and emotional needs
- Collaborate with school counselors to develop lessons that include the social and emotional needs of gifted students (through the 2nd Step program)
- Provide a talent development approach to high achievers/enrichment students
- Develop Differentiated Education Plans(DEP) that address the academic, intellectual, social, and emotional needs
- Monitor AIG headcount
- Collaborate with regular education teachers to differentiate instruction
- Conduct school-level awareness sessions/professional development
- Inform parents and students of special opportunities available to students
- Meet with parents annually to review DEP's
- Address the social and emotional needs of gifted students
- Attend grade-level parent conferences as needed to address the needs of gifted students
- Encourage parent volunteers for the AIG program

- Conduct monthly meetings to research, develop, and share consistent program resources
- Administer the AIG screening and identification process
- Continually revise and monitor the WCS AIG plan
- Gather sources of evidence to document the growth of the AIG program
- Assist with transitions between elementary to middle school and middle to high school to counsel about accelerated curriculum options
- Manage county-wide enrichment opportunities
- Hold district-wide parent meetings on topics such as social/emotional needs of gifted students, and transitions from elementary to middle/middle to high school
- Partner with community agencies to enrich the whole-school student experience through STEM days and other events
- Support the implementation of the local AIG program and plan.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response:

The AIG Specialists attend annual professional development conferences (NCAGT, CCRESA and NCCAT courses and other gifted conferences, etc.) outside of the county to stay abreast of best practices for gifted students and to provide additional support to regular education teachers, EL teachers, EC teachers, and school counselors in ways to enrich gifted students. WCS continues to provide professional development so that all stakeholders will have current information and the support necessary for working with the gifted population. Strategic and focused professional development is needed to maximize AIG student achievement and growth. A goal for the future is to increase the number of personnel who work with gifted students to have AIG licensure.

While there are no required AIG professional developments for staff outside of the AIG Specialists, they are expected to avail themselves of the opportunity to expand their knowledge of everyone in their student population. There is a bi-annual teaching and learning conference provided by WCS, wherein the AIG Specialists and the AIG Coordinator conduct workshop sessions for classroom teachers and other stakeholders regarding the identification and ongoing instruction of AIG students. Topics covered are differentiation, characteristics of gifted learners, and instructional strategies for AIG students. These are provided to regular classroom teachers, special education teachers, school counselors, and school administrators. Professional development topics throughout the year include: differentiation strategies, social and emotional

needs, underachievement, characteristics of gifted learners, and inquiry-based learning, which will be presented by the AIG Specialists, AIG Coordinator, or Instructional Services.

Each year, WCS organizes a cohort for classroom teachers and administrative staff interested in obtaining AIG certification. Participants attend courses to prepare for the AIG Praxis exam and subsequently serve as ambassadors who exemplify the advanced instructional practices used with the AIG population at their schools.

Practice D

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

District Response:

WCS recognizes that there is a need for additional AIG-certified teachers in the district. AIG students are cluster grouped and placed in AIG-certified classrooms first. WCS has a plan to offer additional professional development to ensure all teachers who serve gifted students understand the characteristics of gifted learners and are providing appropriate instruction and differentiation for AIG students on a daily basis.

The Executive Directors of Elementary and Secondary encourage administrators to promote the AIG professional development offered among their staff and ensure students are assigned to appropriately licensed or regular education classroom teachers who have completed the professional development. A common presentation with important AIG learner information will be shared with all administrators and AIG specialists to be utilized at each school, in addition to the professional development sessions.

WCS will continue to encourage teachers to pursue an AIG add-on license through the WCS Barton College AIG Cohort if they are working with gifted students.

WCS will continue to develop partnerships with universities/colleges and neighboring counties to share AIG professional development initiatives.

Practice E

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

District Response

WCS strives to recruit and retain AIG licensed professionals by offering the following:

- AIG table to recruit teachers at the job fair. Pass out information for Praxis, University courses, and collect resumes.
- AIG job vacancies are posted on the WCS webpage and Teacher Match.
- Advertise AIG vacancies on social media.
- Provide new AIG specialists with an AIG Lead Specialist as a mentor
- Partnership with Barton College to recruit and encourage teachers to pursue the AIG add-on license through the AIG cohort.

- Monthly AIG meetings with the AIG team to form relationships, plan together, and support one another.
- Pairing new AIG specialists with experienced mentors, PLCs for AIG
- Provide culturally responsive PD
- Offer tuition reimbursement for diverse educators to pursue the AIG license
- Encourage diverse teacher assistants to enter a teacher program for AIG.
- Use visuals and language to attract people of diverse backgrounds to apply for positions as AIG specialists
- Invite diverse AIG educators to present at conferences

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response:

~~Equity and Excellence are a priority in WCS.~~ The WCS Strategic Plan emphasizes meeting the needs of all students through equitable evidence based strategies. Wilson County Schools aims to establish a culture that is focused on improved student achievement for all students by differentiating to ensure all student needs are addressed. Wilson County Schools aims to increase the diversity in accelerated programming, which include AIG, CTE, AP, IB, CCP, and AVID.

Professional development offered to realize equity and excellence in gifted education includes:

- Learning Focused Practices
- Learning Focused planning
- Emotional Poverty
- Project-Based Learning
- Inquiring-Based Learning
- Collaboration, Co-Teaching, and Coaching in Gifted Education book study
- Meeting the Social-Emotional Needs of Gifted Learners
- Best practices for working with gifted learners

Practice G

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

District Response:

The AIG Coordinator will work with other district-level staff to provide professional development opportunities that are aligned with AIG program goals and district initiatives. By collaborating with Instructional Services staff, district and school-level professional development will be aligned with AIG goals. The North Carolina Teacher Evaluation System will house the CEUs earned by staff to show completion of professional development. Booster Shots made

available from DPI will also be utilized in creating professional development opportunities for all staff. DPI's Booster Shots are targeted professional development sessions designed to provide educators with brief, high-impact learning experiences focused on specific instructional strategies, such as differentiation and assessment. Priority will be placed on professional development and learning activities for classroom teachers who address differentiated instruction for gifted learners and AIG certification.

The School Improvement Team at each school will be encouraged to include the needs of gifted learners in aligning professional development opportunities. AIG Specialists will conduct professional development that aligns with the AIG program goals for all school staff, which will focus on, but not be limited to: differentiation strategies, social and emotional needs, underachievement, characteristics of gifted learners, writing, and inquiry-based learning. AIG Specialists will also share research-based resources with staff.

It is vital to provide time and resources to plan, implement, and refine applications of professional development for AIG Specialists and classroom teachers. AIG Specialists will meet monthly to share ideas and best practices, and discuss challenges and successes. During this meeting, the latest trends in gifted education are explored and discussed.

AIG Specialists will collaborate on lesson plans, co-teach, and apply professional development skills learned through training. Staff meetings will provide time for discussion and planning strategies to benefit AIG students and teachers. AIG Specialists will offer support throughout staff meetings on ways to meet the needs of gifted students. AIG Specialists will schedule planning sessions with regular classroom teachers to meet the needs of gifted students as schedules allow. New ideas and grade-appropriate resource materials from professional development learning experiences will be shared using district frameworks and Google Sites.

Standard 5: Partnerships

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

Ideas to Strengthen the Standard:

- Create WCS AIG social media group (via Twitter, Facebook, Instagram, etc.)
- Create annual feedback surveys for parents and students
- Create an AIG listserv to contact AIG students' families regarding events and opportunities
- Plan meetings with the Advisory Board twice a year (not just plan writing years)

Sources of Evidence:

- Advisory Team meeting agendas
- AIG social media sites
- AIG website
- Documents translated into other languages
- Survey results

- Survey
- List of guest speakers

Practice A

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

- academic and intellectual
- social and emotional

District Response:

Partnerships are vital to an efficient, well-organized, and competent program. Parents are significant partners in helping serve our gifted students. Parents volunteer in classrooms, provide supplies for special projects, chaperone field trips, attend student presentations, and share feedback to improve programming and services. The AIG Program maintains a webpage that communicates program information as well as a link to the local AIG Plan and other resources helpful to families of gifted learners. AIG specialists will continue to hold annual parent meetings at the elementary and middle school levels on topics such as ways families/communities can support the progress and growth of gifted learners, transitioning between grade levels, characteristics of gifted learners, and programming at the high school level.

An AIG survey will continue to be offered during the plan renewal year in order to receive feedback from parents/families, teachers, administrators, community members, and other personnel involved in the education of gifted students. Parents/families are invited to information sessions that include topics regarding gifted education and transition meetings.

Practice B

Partners with community stakeholders, such as institutions of higher education, local businesses and industry partners, and others to enhance and support the local AIG program and services.

District Response:

WCS aspires to strengthen partnerships with Barton College, Wilson Community College, and businesses in the community to enhance opportunities for gifted learners. We would also like to strengthen our partnerships to continue to provide professional development on gifted education. The Wilson Education Partnership (WEP) is a community-based, nonprofit organization established to coordinate, encourage, and assist educational functions to benefit the students and staff in WCS. More intentional partnerships will be sought to develop opportunities for professional development for staff involved with gifted learners.

WCS partners with community organizations and businesses to provide support for the AIG Program, such as the Barton College AIG Program (which increases the number of

AIG-trained regular classroom teachers), the NCSU STEM Program, and the Wilson Education Partnership. It is our goal to grow the partnerships with these organizations and increase the number of partners we currently have.

WCS will continue or seek partnerships with the following community organizations:

- Soil & Water Office (Poster, Speech, Essay, and Slide Show contests)
- Veterans of Foreign Wars (essay competition)
- Sertoma Club (essay competition)
- Men's Civic Club of Wilson (Martin Luther King speech)
- Elm City Rotary Club (essay competition)
- Optimist Club (essay and oratorical contest)
- NCSU College of Engineering (STEM Day/Summer Camps)
- Barton College
- Wilson Community College
- Wilson YMCA

Practice C

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

District Response:

WCS has formed an AIG Advisory Board that builds partnerships with stakeholders and represents the demographics of the LEA. The AIG Advisory Board consists of the AIG Coordinator, principals, counselors, AIG Specialists, an Education Professor from a local college, classroom teachers, parents, and an Instructional Coordinators. The team will add EC representatives, and interested community members. The AIG program will continue to look for opportunities to increase the involvement of parents/families and the community.

The Advisory Board has met throughout the year to discuss program needs, identify areas of concern, and provide input on the development, implementation, and monitoring of the local AIG plan. Feedback is gathered through collaborative discussions and Google Forms. WCS remains committed to increasing meaningful engagement and representation to ensure the AIG program reflects the needs of all student populations. WCS remains committed to increasing meaningful engagement and ensuring the AIG program meets the needs of all student populations.

Practice D

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

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

District Response:

WCS will continue to strive to communicate with all stakeholders regarding the local AIG plan and the AIG program. A brochure has been created outlining the screening, referral, and identification processes for student placement in the AIG program. This brochure is available to school personnel, parents, families, students, and community members.

The AIG Program maintains a webpage that communicates program information as well as a link to the local AIG Plan and other resources helpful to families of gifted learners. Presentations that share information about the AIG Plan and program are conducted at the school's Open House, and parent meetings are conducted at each school. Each AIG Specialist provides parents with specific information about the services provided at each school via newsletters, which are sent home monthly with elementary and middle school students.

AIG specialists will continue to hold annual parent meetings at the elementary and middle school levels on ways families/communities can support the progress and growth of gifted learners. The AIG Coordinator presents AIG information to the Board of Education, AIG Advisory Board, and principals. AIG information/events will be included in the district's weekly updates ("Our Story"). A social media account will be created to share AIG news and information. When appropriate, the AIG Coordinator will notify the local newspaper to "share the good news" about student accomplishments and to continue to promote the great things occurring in the WCS AIG program.

WCS informs parents/families and the community of opportunities available to AIG students.. WCS has explored more ways to communicate and inform diverse parent demographic groups in their native languages. The WCS website includes a translation tab that enables parents to view the site in any language. Additionally, Language Line Solutions is a translation service available to both staff and parents to support effective communication. Parent Academy sessions in the district provide translators, including sign language interpreters.

WCS will utilize all available tools (website, emails, newsletters, social media) to inform parents of upcoming opportunities for AIG students in both English and Spanish. The AIG Coordinator will continue to work closely with the CTE Director to stay abreast of opportunities, including internships for AIG students.

Standard 6: Program Accountability

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

Ideas to Strengthen the Standard:

- Peer visits by AIG Specialists to help measure and ensure compliance with the AIG plan and standards across the district.
- Continued professional development opportunities to continue to build the capacity of AIG Specialists and Regular Education Classroom Teachers.
- The Advisory Team meets periodically throughout the year to discuss effectiveness and adjustments that may need to be made.
- Surveys are provided to students and parents on the effectiveness of the program yearly.
- Create an instructional walkthrough form for observing AIG Specialists.
- Create procedures to audit AIG files.
- Examine data related to student performance and growth for AIG students who are identified as members of an underrepresented population.
- Develop rubrics to support monitoring of program standards and expectations.
- Look for grants to provide additional funding needed to effectively support the AIG program throughout the schools.

Sources of Evidence:

- PD sign-in sheets
- Survey feedback
- Advisory Team agendas
- AIG website
- AIG Specialists meeting agendas
- End of Grade Assessment data of AIG students

Practice A

Develops a written AIG plan to describe the local AIG program, following 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.

District Response:

A self-assessment was completed. Data gathered from the self-assessment, along with input from families and other stakeholders, was used to draft changes in the AIG Plan for 2025-28. The AIG plan was created by the AIG Advisory Board, which includes parents, the AIG Coordinator, principals, AIG Specialists, classroom teachers, parents, and an Instructional Coordinator. The AIG Lead Teachers and AIG Coordinator have participated in State and

Regional sessions to develop and improve the plan. This plan has been reviewed by the AIG Advisory Board along with district-level leadership and will be shared and voted upon by the Wilson County Board of Education. Once approved by the Board, it will be sent to the Department of Public Instruction (DPI) for review and feedback. The AIG plan will then be shared with the administration and staff at every school, as well as posted on the district website for parents to view.

The AIG Coordinator and/or AIG personnel will continue to attend regional AIG meetings to stay up-to-date on new legislation and state policies that affect gifted students. Throughout each year, action steps will be reviewed and monitored by the Advisory Board to determine if progress is being made to meet each goal. Wilson County Schools will create a new AIG plan every three years.

The LEA facilitates a comprehensive evaluation of the current program and makes adjustments based on a variety of data and feedback. A self-assessment was completed, and data gathered from the self-assessment, along with input from families and other stakeholders, was used to draft changes in the AIG Plan for 2025-28. Parents, teachers, and students completed surveys which provided valuable feedback on adjustments needed to be made within the plan and the program. The Advisory Board meets to analyze the survey data and determine if additional action steps or data is needed. AIG Specialists collect and monitor sources of information to identify areas of needed improvement.

Survey results and testing data will be used to further develop and improve the AIG program and services. Growth trends are identified, and AIG data will be monitored. Appropriate changes are made as needed. Data is shared with the local Board of Education, AIG Advisory Board, and Instructional Services to determine what support and adjustments are needed based on the data reviewed. Successes and challenges of the program will be discussed to ensure the program is showing a positive impact on student success. The comprehensive AIG plan was created by the AIG Advisory Board, which includes parents, the AIG Coordinator, principals, AIG Specialists, educators from a local college, classroom teachers, parents, and Instructional Coordinators.

Practice B

Monitors the implementation of the local AIG program and plans following current legislation and state policies to ensure fidelity of implementation for all AIG program components.

District Response:

WCS will monitor the implementation of the local AIG Plan and create a process for evaluating areas of need. This will create a system of checks and balances among the AIG Coordinator, administrators, and AIG Specialists to comply with the plan.

The AIG Coordinator will oversee the implementation and the evaluation of the AIG Program as follows:

- Oversee and assist with the implementation of the AIG program
- Consult with administrators/AIG Specialists to monitor the AIG program at the school level
- Evaluate the progress of the AIG program
- Present information about the AIG program to the senior staff and all administrators
- Complete headcount provided by DPI

The AIG Coordinator and AIG Specialists will meet monthly to monitor the plan, make adjustments as needed, and share best practices to ensure consistency across the district. The AIG Coordinator is a member of the district-level Instructional Services Team to allow for the sharing of program information and monitoring of program implementation. The AIG Coordinator will discuss and review the plan annually at the level alike administrators' meeting to determine if goals are being met throughout the district or if adjustments need to be made. The AIG Coordinator will report progress to administration, the AIG Advisory Board, and local stakeholders throughout the year.

Site visits will occur throughout the year to observe instruction. Each AIG Specialist will submit a monthly report of activities to the AIG Coordinator, which indicates dates of co-planning and co-teaching, materials and resources provided to classroom teachers to differentiate learning for gifted students, stakeholder communications (parents, EC teachers, EL teachers, counselors), and formal and informal professional development provided.

Practice C

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

District Response:

WCS will utilize State AIG Funds according to State guidelines. AIG Leadership meets regularly with the finance office staff to plan for budgetary expenditures from state funds allotted for the AIG program. State and local funds will be used to provide testing materials, professional development, and curriculum resources when available. The majority of the funds provided are used for the salaries of the AIG Specialists. Funds from other departments (EC/Title I) may be used to assist with providing resources to support identified students. Funds will be allocated at the discretion of the Superintendent.

AIG staff will be assigned to elementary and middle schools based on the number of AIG-identified students. The AIG Coordinator will create a budget based upon the prioritized needs of the program, alignment with the district AIG Plan, and ensure it aligns with the district initiatives. The AIG Coordinator will continue to advocate for the use of other funding, such as grant funds and business partnerships.

Practice D

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

District Response:

The AIG Coordinator, AIG Specialists, and school administrators disaggregate and analyze EOG/EOC and other performance data to identify patterns and trends across student subgroups. This information is then used to inform curriculum planning, service delivery models, and student support systems. Student growth is tracked to ensure consistent progress and to identify potential barriers for underserved populations.

WCS has begun implementing AIG Data Days to provide structured time for AIG Specialists to collaboratively review data, reflect, and adjust instructional strategies and enrichment opportunities. Data Days will help shift the mindsets toward continuous improvement and equity-driven decision-making. When disaggregated data shows specific AIG student subgroups are underperforming, AIG Specialists will offer expanded enrichment opportunities, and professional development will be provided for teachers to address identified gaps and support equitable student growth and achievement. If the data shows underrepresentation in advanced coursework or enrichment programs, WCS will review and revise course placement practices, identification criteria, and professional development. Not only does WCS review academic data, but drop-out data is also reviewed. Within our district, over the past five years, one student identified as AIG has dropped out of high school to attend a community college to pursue his or her GED. Although these cases are rare, they are reviewed to help improve support systems, especially for students who are not engaged.

Student achievement, growth, and engagement data are also used to evaluate and improve the overall AIG program. Participation in mentorships or internships, qualitative feedback from families, and indicators of student well-being are used in AIG program evaluation. Data is shared with stakeholders, such as teachers, families, and district leadership, through reports and presentations that adhere to FERPA guidelines and safeguard student confidentiality.

Through data monitoring and reflection, WCS ensures that AIG programming is continuous and meets student needs and district equity goals while being committed to mindsets and policies that create a more inclusive and effective AIG program.

Practice E

Monitors the representation, performance, and retention of underrepresented populations in the local AIG program, including students who are culturally/ ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:

Wilson County Schools currently has 10,687 students. Of the 10,687, 51% are males and 49% are females. The demographics are >5% Asian, 42% African American, 25% Hispanic,

27% White, 5% two or more, and less than >5% other. Currently, 941 students are identified as AIG. Within the 941 AIG identified students, 246 are elementary level, 290 are middle school level, and 405 are high school level. WCS AIG population consists of 54% males, 46% females, >5% Asian, 17% African American, 20% Hispanic, 55% White, and >5% two

There is a need for equitable representation of traditionally underrepresented students in the AIG program. We currently have about 37% of our AIG students from underrepresented populations, which is up 2% from 2021. To reflect the demographics of WCS, we have set a goal to increase underrepresented populations on our headcount to 40% by the Spring of 2028. AIG student population is currently not reflective of the district population. Universal screenings are utilized to address the underrepresented populations. Implementation of the portfolio as an alternate identification method will support more student participation from all ethnic groups within the district. Enrichment groups consisting of the top 10% of the student population in schools with low AIG-identified students will typically include underrepresented populations. Performance and retention of underrepresented populations will be provided by Testing and Accountability, as well as Federal Programs.

To reach this goal, WCS uses strategies for monitoring referral, identification, services, and retention processes for underrepresented students:

- Referral Monitoring: WCS uses a universal screener for all 2nd-grade students to minimize referral bias. Referral data is disaggregated by race, ethnicity, language status, socioeconomic background, and disability status to identify gaps and trends.
- Alternative Identification Methods: WCS has implemented a student portfolio option to provide another option for AIG identification, particularly in students who may not perform well on assessments.
- Service Access Monitoring: WCS tracks which students from underrepresented populations are receiving AIG services, including participation in enrichment groups and differentiated instruction. Schools with low identification rates establish enrichment groups based on the top 10% of students, which often include students from underrepresented backgrounds.
- Retention and Performance Tracking: The Testing and Accountability and Federal Programs departments collaborate to monitor the academic performance and continued participation of underrepresented AIG students. Data is reviewed annually to identify patterns of attrition or underperformance and to inform adjustments to instructional support or service delivery.
- Program Improvement: Trends and outcomes from this monitoring are regularly reviewed by district AIG staff and used to adjust identification practices, professional development,

and service models, ensuring that the AIG program evolves to meet the needs of all students equitably.

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response:

WCS will continue to maintain and monitor the credentials of personnel serving AIG students. The WCS Human Resource Department maintains records through the district licensure system to track staff with an AIG license. The records of AIG licensed staff are used for staffing decisions aligned with the goals of the WCS AIG plan.

AIG staff allotments are adjusted yearly based on AIG student population at each school to ensure appropriate support and equitable distribution of services. In an effort to build teacher capacity, WCS uses a variety of data to identify schools where additional support or professional development is needed.

Regular education teachers who have an AIG cluster of students in their classroom are encouraged to pursue AIG licensure or to participate in targeted AIG professional development, which aligns with our professional development priorities in the plan.

Practice G

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

District Response:

WCS will continue to update and improve the AIG program based on feedback from all stakeholder groups. A survey will be provided to students, parents, administrators, teachers, and other instructional support staff to collect feedback on the program. Surveys of school-based administrators will be conducted at the end of the school year to determine needed improvements for AIG for the upcoming school year. Data will be collected both formally and informally throughout the year. The information will be shared at Advisory Team meetings to determine what changes need to be made and a timeline to complete those changes.

Practice H

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

District Response:

WCS will maintain confidentiality and follow all FERPA regulations while providing information to the public. WCS will be transparent with information pertaining to the AIG

Program. Current information and data will be evaluated and shared with the public that pertains to the evaluation of the program. Data is shared via website, parent information sessions, fact sheets, and presentations to the WCS Board of Education. Data that is shared includes, but is not limited to:

- AIG survey data
- EOG
- EOC
- IB
- AP
- CCP
- Graduation data

Practice I

Safeguards the rights of all AIG students and their parents and families 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.

District Response:

WCS safeguards the rights of all AIG students and families through written policies, procedures, and practices. Parent consent is required for the child to move through the screening process. After all screenings have been conducted, a designated Site Review Team including, but not limited to, AIG specialists, administrators, and district personnel, review the assessment results to determine appropriate identification of a student as academically gifted, intellectually gifted, continue to observe (CTO), a high achiever (HA), or receive no services at this time. Parents and guardians are presented with all assessment results, along with additional supporting data and area of identification, at an initial placement conference where discussions are held regarding the placement of the student in the AIG program. The parent becomes an active member of the Site Review Team, where they have the opportunity to provide informed consent or decline services after the review of all data, which then allows the student to be placed in the program and receive services or not. A copy of the signed consent is placed in the student's AIG records. Pending parental consent, Infinite Campus will be updated to reflect a change in placement for identification of the student.

Placement in the program is the result of the referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. Students who are identified and receive AIG services will have an individualized DEP developed based on their area of identification. Appropriate school staff will collaborate to create the goals listed in the DEP. Once created, the plan is reviewed with parents and/or guardians for approval and additional input from the home setting. A copy of the DEP will be placed in the student's AIG records. If a

parent/guardian is concerned with the services provided, they may contact the district AIG Coordinator to schedule a meeting to discuss their concerns and determine possible solutions.

Students who are identified as CTO or HA, based on their aptitude and achievement results, will have the opportunity for reassessment every year. Artifacts that strongly indicate giftedness will be provided to the Site Review Team to showcase for review. Parents will be informed of the opportunity to reassess and will provide informed consent for additional assessments. As assessment results are received, the process listed above for identification and placements is followed.

If a student transfers from another school system, their paperwork will be assessed at the school level during enrollment. The school will consult with their AIG Specialist to coordinate paperwork and any screening needed to evaluate the student for gifted services. Based on the results of the screener, the AIG Specialist will determine if any additional assessments will be needed. If a student is previously identified as gifted in another school system, they will retain their gifted identification without the need for reassessment. The AIG Specialist meets with the parent/guardian of the student to determine an appropriate transition plan, which will include the creation of a Wilson County Schools DEP for the student.

Parents will be given an AIG Parental Statement of Rights to support them throughout the process and to utilize as a resource in the event there is a disagreement. In alignment with the Wilson County Schools Parental Statement of Rights, if a parent and/or guardian does not agree with the findings of the Site Review Team, he/she has the right to submit results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria used in determining eligibility; however, additional measures that are provided to the Site Review Team do not guarantee placement in the Academically or Intellectually Gifted Program, although all results may be considered. The parent has the right to ask to meet with the District Review Team to review any decisions. The parent will be referred to Article 9B in the event that a disagreement arises.

Article 9B under GS. 115C-150.7b(7) is the North Carolina law which governs Academically and/or Intellectually Gifted Students in North Carolina Schools and speaks to the procedure to resolve disagreements. In reference to disagreements, Article 9B states:

§ 115C-150.8. Review of Disagreements. In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General

Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

In Wilson County Schools, a procedure has been outlined to resolve disagreements and is available on the WCS district website. If a parent or guardian has a dispute with the gifted services within a classroom or with the determination of giftedness, they should:

1. Meet with the classroom teacher/AIG Specialist at the school level to discuss the concern
2. If this meeting does not solve the problem, the parent/guardian should document the concerns in a letter to the school principal requesting a written response within ten working days
3. If a resolution continues not to be reached at the school level, parents should contact the Coordinator of Wilson County Schools AIG Services through a letter. Upon receiving the parent letter, the AIG Coordinator will conduct a thorough investigation of the disagreement presented. The AIG Coordinator will respond to the parent within fifteen working days.
4. After these opportunities, parents/guardians may seek mediation through a due process hearing with the local school board or through legal resolution as a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to whether the LEA improperly failed to identify the child as academically or intellectually gifted or whether the local plan developed has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decisions of the administrative law judge become final, are binding on the parties, and are not subject to further review under Article 4 of Chapter 150B of the General Statutes.