

<p style="text-align: center;">Wake County Public School System Local Academically or Intellectually Gifted (AIG) 2022-2025 Plan</p>
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Wake County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2022-2025, Wake County Schools local AIG plan is as follows:

Wake County Schools Vision for local AIG program:

WCPSS Vision:

All Wake County Public School System students will be prepared to reach their full potential and lead productive lives in a complex and changing world.

WCPSS Mission:

Wake County Public School System will provide a relevant and engaging education and will graduate students who are collaborative, creative, effective communicators and critical thinkers.

The Wake County Public School System's AIG plan for 2022-2025 outlines a comprehensive plan to meet the needs of gifted and advanced learners. The plan strategically targets the issue of underrepresentation in various subgroups while ensuring equitable access for all. Through differentiated student identification process and data-based problem solving, our plan seeks to best meet the needs of all students while building a foundation of continuous improvement. The WCPSS AIG plan for the next three years is aligned to the NC General Assembly Article 9B and the six program standards from the North Carolina Department of Public Instruction.

All components are aligned to the district's strategic plan, specifically aligning to the following Core Beliefs:

#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

#2 Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

#3 The Board of Education, superintendent, and all staff, while sustaining best practices, will promote and support a culture of continuous improvement, risk-taking, and innovation that results in a high performing organization focused on student achievement.

To ensure program accountability, the WCPSS AIG Equity Collaborative team (AEC) was established. The team's goals are to create and support an AIG plan that fosters a culture of high expectations and academic growth that:

1. Increases achievement for K-12 AIG identified students
2. Intentionally increase participation of underrepresented students
3. Ensure access to challenging, innovative, and rigorous curriculum

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Standard 1: Student Identification

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

Practice A

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

District Response:

The Wake County Public School System (WCPSS) AIG Program has screening, referral and identification procedures for all grade levels that are comprehensive and strive toward equitable practices. This program outlines K-12 identification procedures and the process in identifying and serving highly gifted students, including students already identified who transfer into WCPSS. WCPSS AIG Program conducts comprehensive screening measures to recognize children with outstanding potential who may be gifted. All third grade students participate in a district-wide ability screening, which can be used for a referral to the gifted Program. Schools utilize both standardized testing data, when available, and informal classroom performance measures during screening. The screening and referral process is designed to support early recognition and the potential in culturally and/or ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional learners.

Referral Process for K-12

Parents/Guardians, teachers, students, and other stakeholders may refer a student for gifted identification at any point in the student's educational career. When a referral is received, the School Based Committee for Gifted Education (SBCGE) will discuss available data for the student. The SBCGE typically consists of, but is not limited to, the following members: AIG teacher, an administrator, classroom teacher, a specialist teacher (i.e., music, art, PE, etc.), and a school counselor. This review includes examination of classroom/school-wide assessments, student work samples, historical data, ACCESS data for EL students (if available), and any other readily available information that may support identification. Once the available data is reviewed by the SBCGE, a referral decision will be made as to what additional next steps are required and if there is a need for additional data collection. The data collection process is unique to each student and will be reflected in the evaluation for gifted identification.

For purposes of clarity, WCPSS defines screening, nomination, referral, and identification as follows:

Screening: Screening refers specifically to the universal screening process available for all third grade students in WCPSS. Any gifted evaluation of students outside of third grade is considered part of the referral and identification process outlined below. Each student in the third grade will have the opportunity to participate in universal screening through group administered abilities

and achievement tests. Based on the results of this screening, students may qualify for gifted programming. The SBCGE may also collect additional data to help inform identification decisions.

Nomination: Each school will have an SBCGE that receives nominations from various stakeholders throughout the school year. A nomination may come from a parent/guardian, teacher, administrator, self-referral or other stakeholder. The nomination is a formal request to begin the referral process. By nominating a student, the stakeholder is effectively informing the SBCGE that they recognize traits of giftedness in that particular student.

Referral: The referral process includes a collection and analysis of available classroom/school data as well as a review and analysis of historical data. This information is stored in an online database that is accessible for all AIG teachers. The SBCGE will utilize available data to determine next steps in the evaluation process and what additional data, if any, needs to be collected. The SBCGE team will determine what additional information, if any, needs to be collected to determine eligibility for gifted identification.

Identification: The data-driven conversations around referrals drive gifted identification decisions. WCPSS utilizes multiple sources of data that are available throughout the LEA. Identification is determined through analysis of different sources of data (e.g., standardized assessments, work samples, school-wide assessments, historical assessment data, etc.).

K-2 Referral and Identification

When a student in grades K-2 is nominated by a parent/guardian, teacher, self, or other stakeholder, the SBCGE would collect all available data using the K-2 Early identification checklist as part of the referral that will help inform identification decisions. This checklist may include, but is not limited to, data from the following sources:

- Formative assessments
- Summative assessments
- Academic universal screeners
- Classwork samples
- Student observations

After this data is collected, the SBCGE may choose to request psychological testing from the ALS psychologist. This evaluation would include a cognitive and achievement assessment.

3rd Grade Universal Screening Process

Wake County Public School System administers the CogAT to all 3rd grade students. Students who attain a CogAT composite or subtest score at or above the 85th percentile will be invited to take the Iowa Assessment. If a student does not meet the 85th percentile CogAT criteria to take the Iowa, a parent/guardian, teacher, student, or other stakeholder may request for the student

to participate in the Iowa Assessment. After taking the Iowa, students who demonstrate strengths on either the CogAT and/or Iowa will be considered for referral to the School Based Committee for Gifted Education (SBCGE). The SBCGE will examine the results of the universal screening in the context of the SBCGE's data collection and analysis process.

4-8 Referral and Identification

When a student in grades 4-8 is nominated by a parent/guardian, teacher, self, or other stakeholder, the SBCGE would collect all available data as part of the referral that will help inform identification decisions. This data may include:

- Grade-level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples
- Criterion-referenced rating scale of giftedness (i.e., the Gifted Rating Scale)
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (i.e. Iowa Assessments, EOGs Woodcock Johnson Test of Achievement, or other WCPSS approved achievement measures)
- Standardized ability assessment (i.e., CogAT, WISC-V, or other WCPSS approved ability measures)
- ACCESS scores (for English Learners)

If an SBCGE determines that more data is needed for an identification decision, individually and group administered achievement and/or ability tests are available for use. The standardized assessments listed above are not an exhaustive list of available and approved assessments. Please see the Advanced Learning Services department for acceptable ability and achievement assessments.

9-12 Referral and Identification

When a student in grades 9-12 is nominated by a parent/guardian, teacher, self, or other stakeholder, the SBCGE would collect all available data as part of the referral that will help inform identification decisions. This data may include:

- Grade-level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples
- Criterion-referenced rating scale of giftedness (i.e., the Gifted Rating Scale)
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (i.e., Iowa Assessments, EOCs, Woodcock Johnson Tests of Achievement, or other WCPSS approved achievement measures)
- Standardized ability assessment (i.e., CogAT, SAT, or other WCPSS approved ability measures)
- ACCESS scores (for English Learners)

If an SBCGE determines that more data is needed for an identification decision, individually administered achievement and/or ability tests are available. The ALS psychologist would administer these assessments after a review of all available data by the ALS central office team and high school AIG coordinators. The standardized assessments listed above are not an exhaustive list of available and approved assessments. Please see the Advanced Learning Services department for acceptable ability and achievement assessments.

Data Collection and Analysis

After a referral is made, the SBCGE will review data to generate a series of referral questions. These referral questions seek to answer whether a student is eligible for gifted services AND which domains the student requires differentiation. Referrals and Identification for gifted services should be the result of data-based conversations held at the school level.

Individually Administered Standardized Measures

Individually administered standardized measures may be used in the identification process. These measures are administered by either a trained AIG teacher or the AIG Psychologist. These individually administered tests offer an additional opportunity for students to demonstrate strengths in achievement and/or ability. To ensure equitable practices, WCPSS will also utilize standardized non-verbal measures of ability. Some examples of when an individually administered assessment is used could include, but are not limited to, the following:

- A student has accommodations through an IEP or 504 Plan
- A student who is an English learner (EL)
- Students that have an incomplete group-administered test
- Situations where the testing data is inconsistent with classroom performance

Talent Scouting

At different times in the year, SBCGEs will review their school's data on universal screenings and assessments for reading and math. The SBCGEs will use a district-provided guide to help "scout" students that meet a district-defined threshold for giftedness.

Practice B

Establishes a process and criteria for gifted student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

Wake County Public 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. Additionally, WCPSS believes that both qualitative and quantitative data should be used in making identification decisions. No one singular data point should serve as exclusionary criteria for access to gifted programming. It is the belief of WCPSS that students should have multiple opportunities to demonstrate their giftedness. Identification practices and procedures should serve as opportunities for our students, not barriers.

Several factors determine eligibility for differentiated services through our gifted program. Based on the available data, students are identified as AIG (Academically and Intellectually Gifted) in reading and/or math, AG (Academically Gifted) in reading and/or math, or IG (Intellectually Gifted) in reading and/or math. Nominations are submitted to the SBCGE to determine the appropriate next steps for data collection and analysis. Students that are nominated and referred for evaluation will participate in group ability and achievement assessments, unless the SBCGE determines that no additional information is needed for identification or the student would benefit from individually administered assessments.

WCPSS offers several options for data collection, including standardized measures (group and individually administered), work samples, gifted rating scales, teacher input/observations, and historical assessment data. It is up to the SBCGE to determine which data collection tools to use that may be appropriate for the referral question. Evaluation plans for AIG eligibility should be the result of data-based conversation held at the school level. Please see below for information regarding data collection tools:

K-2 Identification and Criteria

Students in grades K-2 can be identified for gifted services. After a nomination from parents/guardians, teachers, or other stakeholders, the SBCGE will review all data sets available to determine if the student meets the criteria for identification.

Data used to determine gifted identification may include, but is not limited to, the following:

- Formative assessments
- Summative assessments
- District diagnostic academic assessments
- Classwork samples
- Teacher observation/checklist
- Nationally-normed standardized achievement measure (reading and math)
- Nationally-normed standardized cognitive/ability test

A K-2 student is found eligible for gifted services (as AIG Reading and/or Math) if they meet the following criteria:

- 98th percentile or higher on a nationally-normed standardized achievement test in reading and/or math, AND
- 98th percentile or higher on a nationally-normed standardized cognitive/ability test (full scale composite)

The cognitive/ability and achievement tests will be administered by the ALS psychologist.

Gifted Identification Opportunities (Grades 3-12)

WCPSS maintains that a student may demonstrate their giftedness in multiple ways. Therefore, gifted identification practices must be dynamic in order to appropriately assess a student's gift(s). To achieve this, WCPSS employs a process for data collection and analysis of multiple data sources. Both qualitative and quantitative data will be examined to help determine eligibility for gifted programming. Each area of identification (AG Reading, AG Math, IG, AIG) can be assessed with multiple points of data to help the student demonstrate their giftedness. Note: one singular data point will not be used for exclusionary criteria for gifted programming access.

See examples below of data that can be collected and analyzed for each Gifted Identification Opportunity:

Academically Gifted Reading (AG Reading):

- Results of a WCPSS approved standardized reading achievement measure
- Results of a WCPSS approved standardized ability measure (either overall composite or verbal composite)
- School-wide universal screening measures in reading
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Language Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Academically Gifted Mathematics (AG Math):

- Results of a WCPSS approved standardized mathematics achievement measure
- Results of a WCPSS approved standardized ability measure (either overall composite, quantitative, or nonverbal composites)
- School-wide universal screening measures in math
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Academically Gifted Reading and Math (AG Both):

- Students may be identified as academically gifted in both areas, reading and math, if they demonstrate the criteria in both content areas.

Intellectually Gifted Reading (IG Reading):

- Results of a WCPSS approved standardized verbal ability composite (e.g., V or VN on the CogAT)
- School-wide universal screening measures in reading
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Intellectually Gifted Mathematics (IG Math):

- Results of a WCPSS approved standardized quantitative or nonverbal ability composite (e.g., Q, N, or QN on the CogAT)
- School-wide universal screening measures in mathematics
- Classroom work samples, including Level IV/higher order differentiated work
- Parent/Guardian input/observations
- Rating scales that assess characteristics of gifted traits/behavior
- ACCESS data (for students who are English Learners)
- Data from IEPs, psychoeducational evaluations, and progress monitoring (for students who are potentially twice-exceptional)

Intellectually Gifted Reading and Math (IG Both):

- A student may be identified in both areas (reading and math) if they demonstrate the criteria in both verbal and quantitative (or nonverbal) domains.

Academically and Intellectually Gifted (AIG):

- Students may be identified as AIG in one or both areas (reading and/or math) if they demonstrate the criteria in either area of reading and/or math.

Identification through Test Score Criteria

While the ALS department believes that a single criteria or test should not be a barrier to service delivery for gifted students, a high-quality measure can be used for inclusionary criteria. Students can qualify for gifted services under the following criteria:

Academically Gifted Reading

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of reading (e.g., Iowa Tests Reading, EOG/EOC for ELA, Woodcock-Johnson Tests of Achievement-Fourth Edition, and other WCPSS-approved measures).

Academically Gifted Math

Using portfolio criteria, students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of mathematics (e.g., Iowa Tests Mathematics, EOG/EOC for Mathematics, Woodcock-Johnson Tests of Achievement-Fourth Edition, and other WCPSS-approved measures).

Intellectually Gifted Reading

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the full composite or a verbal score/composite.

Intellectually Gifted Math

Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the full composite, nonverbal score/composite, or the quantitative score/composite.

Academically and Intellectually Gifted (AIG) in Reading or Math

Using portfolio criteria, a student would qualify as AIG if they meet the criteria for both AG and IG (see above) for reading and/or math.

Identification Criteria through Portfolio

The ALS department understands that not all students will demonstrate their gifts and talents through a single standardized test. To support and identify these gifted students, the ALS department has developed a portfolio process for identification. The portfolio utilizes information from the following sources:

- Grade-level assessments
- Historical data
- ACCESS for multilingual students
- Classroom work samples
- Rating scales (e.g., Gifted Rating Scale)
- Differentiated work samples

- Standardized achievement and ability test scores

Each data point is rated on a three point scale (1 point=some support, 2 points=moderate support, and 3 points=strong support). Students must earn 17 points on this rubric to qualify for gifted services under the identification of Academically Gifted (in either reading and/or math).

Re-evaluation Procedures

Talent Development students who have data to support identification, will be re-evaluated and identified as indicated on their ISP.

Reciprocity

- Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS.
- Documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics.
- The district reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.

Transfer Students

Students who are enrolled in a Wake County Public School that have transferred from other districts or schools with no prior gifted (AIG) identification, but have prior identification tests and scores from the previous district that meet WCPSS gifted identification criteria will be considered for gifted identification in WCPSS. AIG teachers work collaboratively with the school's data manager and parents/guardians to obtain any relevant tests or data for the purposes of gifted identification. Acceptable test scores must be verified by Advanced Learning Services personnel. The SBCGE at the student's school will evaluate the previous testing data/scores through the data collection and analysis process.

Students who are enrolled and attending in a Wake County Public School and transfer from other districts or schools with no prior gifted identification and no qualifying testing documentation may be referred for the WCPSS gifted program. The gifted referral procedures will then be followed.

Practice C

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

District Response:

WCPSS AIG program ensures AIG screening, referral and identification procedures respond to traditionally underrepresented populations of gifted and are responsive to LEA demographics. According to the 2020-21 data, the underrepresented populations include Black/African American and Hispanics based on district data. This data shows an underrepresentation of these ethnicities throughout the district. Wake County Public Schools (WCPSS) has a district wide demographic of 22.4% Black/African American students, but only 6.04% are identified as AIG; while the district-wide population of Hispanic students is 18.6%, only 5.54% are identified as AIG (as of end of 20-21 SY).

The WCPSS Advanced Learning Services department is committed to increase gifted representation and service delivery of historically underrepresented student populations. By utilizing multiple sources of data for identification and culturally/linguistically appropriate assessment tools, the ALS department will ensure representation students from the following underrepresented groups: culturally/ethnically diverse, economically disadvantaged, English learners, highly gifted, and twice exceptional students. Gifted students are identified through a use of culturally-responsive screening tools, data collection, and local norming through support with the Office of Student Assignment as well as the office of Data, Research, and Accountability.

To ensure that the WCPSS screening, referral, and identification procedures respond to underrepresented populations, the ALS department will:

- Collect identification data to understand how the representation of student groups in gifted programming reflects representation for the district as a whole
- Analyze data to help determine if current screening, referral, and identification procedures are effective in identifying underrepresented student groups
- Utilize multiple sources of data to provide opportunities for all students to demonstrate their gifts through standardized assessment, work samples, observations, rating scales, and other sources
- Intentionally screen all 3rd grade students in the district with standardized ability and achievement measures
- Work with other departments within WCPSS, such as the Office of Student Assignment and Data, Research, and Accountability, to mine data from school and district wide screenings/assessments
- Continue to engage in the local norming process with the Office of Student Assignment and Data, Research, and Accountability
- Provide professional learning opportunities that increases the awareness of gifted traits and characteristics as well as misconceptions about giftedness in diverse student groups

Additionally, the WCPSS ALS department seeks to establish a high level of transparency in its programming and policy analysis. The AIG Equity Collaborative Team (established Fall 2015) is a group of multiple stakeholders that examines AIG data for the district. The purpose of the AEC

is to examine research, analyze data, make recommendations, and develop tools/procedures to ensure equitable programming and identification throughout the district. The data analysis from this collaborative will be systematically reviewed and disseminated with the community, parents/guardians, families, educators, and district administrators.

To fully develop and enhance equitable practices, the ALS department continues to build and maintain relationships with the various departments within WCPSS. Some of these departments include, but are not limited to, the Office of Equity Affairs, Special Education, English as a Second Language, and Core Academics. By partnering with these stakeholders, the ALS department seeks to expand its understanding of best practices with underrepresented populations. At the school level, various educators, support staff and others are part of the SBCGE to help the school-based team in choosing appropriate assessment measures as well as analyzing group data for these students.

Local Norming

The Advanced Learning Services team partners with the Office of Student Assignment and Data, Research, and Accountability to develop local norming procedures following universal screening for third grade students. The WCPSS local norming examines individual student data in the context of their “neighborhood” and other same grade peers that have participated in the same standardized assessments to determine high performing students. A student’s neighborhood is defined as a circle (1-mile radius) around the student’s address. Other same grade peers that live within that circle are used for norming purposes. Students that are identified as high performers within their neighborhood will be referred to their school’s SBCGE for additional data collection. Each student that is referred as a result of the local norming process will either be identified (based on the additional data collected) or served through Talent Development.

School- Based Committee for Gifted Education:

The goal of the School-Based Committee for Gifted Education across the LEA continues to focus on data-based decision making to ensure equitable access to screening, referral, and identification through the following practices:

- SBCGEs will study disaggregated data for potential referrals and referrals
- SBCGEs will use multiple data sets to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- SBCGEs will discuss all opportunities available for gifted identification with underrepresented populations.
- Schools will implement enrichment opportunities throughout all grade levels

Practice D

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

District Response:

Wake County Public Schools ensures consistency in implementation of screening, referral, and identification processes within the LEA with the Advanced Learning Services department and the record review procedures to make identification and placement decisions for all students referred by the individual schools. All Individual Student Profiles (ISPs) show the data used to identify a student. All ISPs must go through a thorough Administrative Review throughout the LEA. All screening, nomination, referral and identification processes are documented on our Services for Academically or Intellectually Gifted Students (SAGE) program.

While the options for evaluation are widely available across the LEA, the SBCGE must determine which data needs to be collected to inform an appropriate eligibility decision.

Professional Learning and District Support

To support the consistent implementation of the screening, referral, and identification process, the Advanced Learning Services team provides relevant and timely training opportunities for AIG stakeholders. This PL and support is offered at different times throughout the year through the following formats:

- District-wide AIG Kickoff event and Year-End event
- Monthly AIG office hours
- Individual school support visits (scheduled and requested)
- Regional PLTs
- New Teacher PLTs
- ALS-provided presentation for AIG teachers to share with SBCGE. This presentation includes information about screening, referral, and identification procedures, as well as expectations for the SBCGE.

Additionally, AIG teachers are provided with digital resources through a Canvas-based course. These resources are intended to help AIG teachers and other stakeholders understand the screening, referral, and identification processes and procedures. There are a mix of checklists and graphics that outline the process.

Monitoring and Internal Audit

The Advanced Learning Services team has built in procedures to help monitor the consistent implementation of the screening, referral, and identification procedures. AIG teachers have access and are expected to complete procedural checklists in a confidential notebook that is shared with the ALS Coordinating Teachers. AIG teachers are expected to complete the information in the notebook in a timely manner to ensure the screening, referral, and identification processes are implemented with fidelity.

When a student is referred and evaluated, the Individual Student Profile (ISP) is created and submitted to the ALS department for administrative review. These ISPs are monitored for accuracy within the established identification process. If an error is made, the ALS CTs will work with the AIG teacher and SBCGE to find the source of the error and correct it for the current ISP and any future ISPs.

At the beginning and end of each academic year, AIG teachers will complete a self-audit of records. The AIG teachers review all AIG files to ensure that all information and documentation is complete and accurate. The self-audit checklist is provided by the ALS department each year to ensure up-to-date information and documents are included. Additionally, peer audits are available.

Practice E

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

District Response:

Effective communication is essential to ensure appropriate services for students. Clear, consistent communication is necessary to keep parents/guardians and school staff informed of the gifted identification process, criteria, and program procedures. Dissemination of information through a variety of methods will improve communication and build capacity of stakeholder groups.

Dissemination of Information to Stakeholders:

AIG Program Family Brochures and Family Guide

Advanced Learning Services (ALS) will post AIG Program family Brochures and AIG Program Family Guides on the public AIG WCPSS website and will have some print copies available for families with no Internet access. These guides outline gifted screening, referral, and identification processes and procedures for school personnel, parents/guardians/families and students to communicate effectively with these stakeholders. To share timely and relevant information to school staff/personnel, the ALS department provides school-based AIG teachers with written communication through email updates, live documents with important yearly information, monthly virtual office hours, professional learning opportunities, and resources for AIG teachers to share with their building staff. Additionally, principals are provided this information through principal meetings and updates from ALS leadership.

The AIG WCPSS AIG 2022-2025 Plan Program Guide is available for any interested family. Parents/guardians automatically receive a copy of the AIG Program Guide if the School-Based Committee for Gifted Education (SBCGE) refers a student for evaluation. Parents/guardians of all third grade WCPSS students receive a copy of the AIG Program brochure, which summarizes gifted services. ALS will also post on the Wake County Schools website screening,

referral, referral, and identification information. In addition, ALS will compile a list of Frequently Asked Questions and responses (FAQ) for parents/guardians seeking information regarding the WCPSS AIG Program and disseminate to stakeholders.

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:

The WCPSS ALS department and SBCGEs work with all stakeholders to ensure documentation of the identification process of all gifted students. WCPSS values the parent-school collaborations and, as such, seeks to maintain an efficient and effective line of communication regarding the transparency of the entire identification process.

Documentation of the Identification Process

To ensure consistent documentation across the LEA, the following processes must be adhered to during the identification process:

- Referrals, Identification (ISPs), and Differentiated Educational Plans (DEPs) are housed in the SAGE online information management system. AIG teachers will be able to access SAGE to input pertinent information throughout the identification process.
- The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision
- Individual AIG files are created for each student and placed in individual yellow files
- AIG teachers will ensure required documents are in each student file through a self and peer audit. Audit documentation and guidelines are provided by the ALS department.
- AIG teachers will provide a Differentiated Education Plan (DEP) for all identified students in the first semester of the school year. Additionally, AIG teachers will provide DEPs for all newly identified gifted students by the second semester (if they are to be served during the current school year)

Documentation of Talent Development Students

To ensure consistent documentation across the LEA, the following processes must be adhered to during the identification process (when not recommended for identification):

- The Individual Student Profile (ISP) will contain all of the data that was used to make the identification decision
- Individual AIG files are created for each student and placed in individual maroon files
- AIG teachers will ensure required documents are in each student file

Communication with Parents/Guardians

- AIG teachers will hold parent/guardian information sessions to discuss the AIG program, services, and identification procedures. These parent/guardian information sessions are open to ALL families--not specifically for identified gifted students. If an AIG teacher chooses to have separate specific meetings for identified gifted students, then this must be in addition to the general information session.
- AIG teachers will provide families/parents/guardians with copies of all appropriate documentation of identification and service delivery and will meet for initial review. Include signatures of all associated parties.

Collaboration

The ALS department partners with Student Information Services (SIS) to create, analyze, and revise current data storage practices for AIG student information. This information is stored in SAGE, an online, secure database which is managed by SIS.

Ideas for Strengthening the Standard:

- Intensify efforts to identify students from under-represented populations throughout the district through a clear, equitable identification process.
- Expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Core Academics, etc. to jointly develop and communicate expectations for equitable representation within AIG.
- A variety of communication pieces to describe the gifted identification opportunities for students to be formally identified in the AIG program will be created and implemented, shared with administrators, schools and parents/guardians.
- The WCPSS ALS department will work with SBCGEs across the LEA to ensure consistent, efficient, and effective documentation processes for all AIG students.
- Each SBCGE will continue to improve upon communication with parents/guardians throughout the entirety of the identification process.
- Identification documents and the AIG plan will be shared with parents/guardians in an accessible format.
- AIG teachers will hold parent/guardians information sessions to discuss the AIG program, services, and identification procedures.
- The Advanced Learning Services team will continue to develop working relationships with WCPSS' Family Academy to provide family information sessions for multilingual learner families.

Sources of Evidence:

- Documentation from SBCGE
- Parent/Guardian Checklist
- Teacher Checklist
- Gifted Identification Opportunity Specifics

- Assessment Protocols
- Minutes from interdepartmental meetings (e.g., behavioral health collaborative, AEC)
- ALL revised documents and Web Pages for WCPSS AIG Program
- AIG Program Family Guide and AIG Program Family Brochure
- Individual Student Profile (ISP)
- AIG Service Delivery Plan for schools
- Presentations: AIG Program Parent/Guardian Presentation and Explorers Presentations
- DEP
- Local Norming Data

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response:

The AIG Service Delivery Plan drives the services offered at each school. Options offered by individual school plans should include cluster grouping, in-class flexible grouping within grade level, curriculum compacting, differentiated instructional units, and content differentiation. These services allow highly capable and gifted students optimal learning opportunities. AIG services will be provided as direct and indirect services as outlined in Standard 3 and the AIG program schoolwide.

To ensure that the needs of gifted learners are met through comprehensive and differentiated services, WCPSS commits to:

- Implement the Third Grade Explorers Model to provide opportunities for all third grade students to exhibit gifted behaviors and to nurture & develop those behaviors among students across all ethnic, geographic, and socioeconomic groups.
- Provide specific pull-out and/or push-in services in reading and mathematics for AG, IG, and AIG students.
- Serve gifted students and Talent Development students together through pull-out and/or push-in services.

- Provide services for AG, IG, and AIG students that focus on the academic and social-emotional development of all gifted learners.
- Provide access to all AIG teachers, classroom teachers, specialists, counselors, and other relevant stakeholders to information on the AIG Service Delivery Plan and/or DEPs.

All identified gifted students (AG, IG, and AIG) and talent development students receive content-specific instruction, critical thinking, and project-based learning opportunities that align with NCCOS standards for reading and/or math. This is differentiated by student need determined through the analysis of multiple points of data. Student identification will determine which content area—reading and/or math— they are served.

All 3rd-5th grade identified gifted students and Talent Development students will be served directly by a licensed AIG teacher a minimum of 45 minutes per week per identified subject area (reading and/or math). AIG teachers will provide indirect services through consultation and collaboration with grade-level and content-specific PLTs to provide identified gifted and Talent Developed students differentiated learning opportunities in their identified area(s) of need (reading and/or math).

Identified students in grades 6-8 will be served directly by a licensed AIG teacher a minimum of 4 times per year per identified subject area (reading and/or math). Talent Development students in grades 6-8 may be served alongside their identified peers or through consultative services. AIG teachers will provide indirect services through consultation and collaboration with grade-level and content-specific PLTs to provide identified gifted and Talent Developed students differentiated learning opportunities in their identified area(s) of need (reading and/or math).

Achievers

Title I Funded schools, and those schools with low gifted identification and participation, will be provided with a roster of students that are considered Achievers (separate from the Local Norming process). These students will receive additional services that address reading, math, and expose students to critical thinking skills to leverage future access to gifted opportunities.

Practice B

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

District Response:

The unique social-emotional needs of gifted students require dedicated attention from educators and parents/guardians. The Advanced Learning Services staff recognizes these needs and will provide additional training to discuss the social and emotional needs of gifted students. The AIG Program recognizes the importance of communication and collaboration between staff

members, parents/guardians, and others in order to provide appropriate, culturally responsive social and emotional support to identified gifted students.

District-Level:

- Advanced Learning Staff will collaborate with the Office of Equity Affairs, Student Support Services, Exceptional Children Service Staff, English Language Learners, and other departments around social and emotional strategies for gifted students, as well as those participating in the Talent Development model, through Behavioral Collaborative subcommittees.
- The ALS staff regularly plan with the Counseling and Student Services (CASS) department to communicate with the public on ways to meet gifted students' social and emotional needs. These collaborative relationships will yield resources for use with students.

School-Level:

- AIG teachers work in collaboration with counselors and student support services staff to develop and implement resources, procedures, processes, and strategies that enhance the quality of social and emotional support for gifted students aligned to district practices.
- The SBCGE at each school will meet regularly to discuss the social-emotional needs of gifted students and other advanced learners participating in the Talent Development program to determine strategies to meet those students' needs.
- SBCGEs will utilize information from the Behavioral Health Needs Assessment to develop appropriate strategies and support for gifted learners.
- Identified eighth-graders will participate in an interest survey to determine their social, emotional, and academic needs in the transition to high school. The results of this survey are used to help guide course selection for core and elective classwork to better align high school schedules with student plans, goals, and interests.
- School counselors, school psychologists, and other school-based mental health providers are provided with resources to support the social and emotional needs of gifted learners. Resources regarding specific SEL needs of gifted learners will be used in conjunction with core behavioral health and social emotional supports to ensure that SEL and behavioral needs are being met for all gifted learners.
- AIG staff will serve as support as needed for students, parents/guardians, and school staff in regards to these special issues. AIG staff will integrate social and emotional learning concepts and strategies into their gifted service delivery plans.
 - An example might be extending core lessons from a curriculum such as Second Step to address the specific SEL needs of gifted learners.

Practice C

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

District Response:

WCPSS maintains that:

- Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.
- Every student is expected to learn, grow, and succeed while we will eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.
- Well-supported, highly effective, and dedicated principals, teachers, and staff are essential to the success of all students.
- AIG Program and services further enrich and extend NC Standard Course of Study and support the WCPSS Strategic Plan and Core Beliefs.

AIG service planning align, integrates, and connects with the broader instructional programming and resources within WCPSS so that all gifted learners, identified or not, will have their academic and social-emotional needs met across all domains. WCPSS recognizes that gifted learners are gifted all day, every day. Gifted services should not end because the AIG teacher is not present. The ALS department and AIG teachers seek collaboration amongst WCPSS departments to ensure the needs of gifted learners are considered when policy and practice decisions are being made. The ALS department will maintain active representation in a diverse array of district work groups to provide advocacy for gifted education.

At the school level, AIG teachers will develop and facilitate the School-Based Committee for Gifted Education. The role of the SBCGE is to support all aspects of gifted programming, from introduction of universally available enrichment opportunities to the identification and service of gifted students. The AIG teacher will seek input and collaboration from various building-level stakeholders such as administrators, core teachers, and specialists. By building these relationships, the AIG teacher will gather knowledge of available resources and district/building initiatives and understand the place AIG services fit within these systems.

- The Advanced Learning Services team will collaborate with other departments in WCPSS to ensure collaboration and alignment between AIG and other instructional programs and practices.
- Members of the department will serve on various committees throughout the district to maintain representation across disciplines and practices. Some examples of this collaboration include having an ongoing, working relationship with the following departments: MTSS, Behavioral Health, content specific departments (i.e., math, reading), and intervention. These relationships ensure that the needs of gifted learners, identified or not, are met throughout their school careers.

- Additionally, the ALS department seeks to embed higher order, critical thinking opportunities within the core curriculum. Partnerships throughout the LEA should bolster these efforts.
- The Advanced Learning Services team houses differentiated and extended lessons in a digital storage format (AIG Headquarters).
- WCPSS provides differentiated and extended lessons through CMAPP and K-2 Science Lessons.

Practice D

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

District Response:

The procedures for grouping of gifted students and high achieving students are aligned to the instructional practices used in WCPSS classrooms that support the use of evidence-based and research-based practices. The practices of this plan are also aligned to the North Carolina Academically or Intellectually Gifted program standards. AIG teachers are also expected to participate in data-based conversations.

Policy Code: 3130 Grouping for Instruction

"All students are expected to meet state and local academic performance standards. The Wake County Board of Education acknowledges that flexible grouping is generally used as one means of meeting the educational goals of the board. Flexible grouping should be used as a tool that provides maximum opportunity for student learning and that is responsive to student needs based on academic performance. Grouping practices provide teachers and students with a specific space and time to individualize instruction and learning. The board also acknowledges that students may differ in the amount of time needed or in the instructional methodology that will best assist them in learning the curriculum. All students who participate in flexible grouping, outside of core instruction, should return to core instruction as quickly as possible to maximize learning.

Race or sex discrimination will not be tolerated in grouping practices. If the practice of homogeneous grouping materially affects diversity, the person proposing such grouping must demonstrate that the benefits of homogenous grouping clearly outweigh the benefits of meeting the board's educational goals of diversity."

The AIG Program supports the appropriate use of accelerative and grouping practices and differentiated curriculum and instruction. AIG program staff at the district and school levels will support the infusion of gifted programming best practices through discussions, models, and teaching practices. Ongoing formal and informal assessment data will be used to flexibly group students in order to focus on the instructional needs of all students. The AIG teacher will be a

resource to classroom teachers in order to differentiate for the needs of the gifted identified students, as well as students with advanced learning needs.

AIG teachers should work within current teaming structures in their buildings (i.e., grade-level PLTs or MTSS teams) to discuss, plan, and design appropriate, flexible grouping strategies that are based on student needs as evidenced by ongoing data collection and analysis. By engaging in ongoing data analysis in PLTs, SBCGE, or other existing teaming structures, the AIG teacher and the SBCGE can identify areas of improvement in grouping strategies based on schoolwide achievement and growth data.

Practice E

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

District Response:

To ensure clear and consistent communication with all stakeholders, the office of Advanced Learning Services will develop a presentation to disseminate information regarding AIG services. AIG teachers inform stakeholders about the delivery of differentiated services and instruction for all gifted students, as well as students participating in the Nurturing and Talent Development program.

The AIG teacher meets with PLT teams to review Differentiated Education Plans (DEPs) at the start of each year and review Differentiated Course Plans (DCPs) at the beginning of each quarter to align lessons with the classroom teachers' curriculum. AIG teachers will utilize a variety of methods such as school websites, newsletters, etc. to communicate all facets of the AIG program to stakeholders at each school site. The office of Advanced Learning Services provides information about the WCPSS AIG Program on the district website.

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:

Advanced Learning Services staff will participate in principals' meetings, Area Superintendents' meetings, and Instructional Facilitators' meetings to provide information about goals and service delivery expectations outlined in the district's AIG Program Plan. Advanced Learning Services will facilitate a meeting each spring between feeder schools. The collaboration will take place between elementary and middle school AIG teachers and counselors to determine the best needs and course plans for advanced learners. Collaboration between the middle school AIG teacher and high school counselors will take place. A transition meeting will take place between middle school AIG teachers and high school counselors to support eighth-grade advanced

learners entering high school. The ALS department will collaborate with the Counseling and Student Services department to continue to strengthen the process and procedure for supporting gifted students in their transitions at key points in their educational careers.

AIG Teachers will discuss the following:

- Needs of each identified AIG student (social/emotional, academic strengths and weaknesses, accelerative needs, etc..)
- Other students who need to be monitored and considered for referral at the receiving school. These students may include but are not limited to those participating in the Talent Development program. They may include students from under-represented populations who are demonstrating gifted behaviors and high growth.
- Students who are participating in Single Subject Acceleration. In addition, eighth-grade students entering high school will be administered interest/strength inventory to advocate for course placement and course choices for advanced learners.

All AIG Teachers update and include gifted folders with the cumulative folders during the fourth quarter to ensure that they are sent to feeder schools.

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:

The WCPSS AIG Program will create a system of checks and balances for consistent implementation of accelerative practices throughout the entire school district for program fidelity and equity of access. To create a culture of respect for gifted students and programming with the understanding that strategies and skills best for gifted learners can benefit all learners. Under local policy and state law, maintain the ability to build programming services for individual students as needed.

Staff will ensure that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level or course of study. Through accelerative practices, students have the opportunity to work above the assigned grade level and complete studies at an earlier age when deemed appropriate.

District-wide Differentiated Learning Opportunities

Teachers in WCPSS are trained using effective teaching strategies to assist in meeting student needs within the classroom in order to provide differentiated opportunities for all learners.

Framework for Accelerative Practices

There are two categories for acceleration: Content-based and Grade-based. The distinguishing feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system. See WCPSS Board Policy 3422 Access to Academic Rigor and Acceleration for additional information.

Acceleration Opportunities

Math Acceleration Opportunities: K-8 math enrichment lessons and opportunities are available to support instruction as outlined in HB986. In middle school and beyond, students are placed in the "advanced" math class (Math 6 Plus, Math 7 Plus or Math 1 depending on the grade). According to HB986, students who score a Level 5 on the EOG must be placed in an advanced math course. Requests for higher placement (without skipping content) will be reviewed by the school based-review team. The parent/guardian has the right to participate in this process.

International Baccalaureate: (IB) courses follow a curriculum created by the International Baccalaureate Organization (IBO), a non-profit educational foundation located in Cardiff, Wales. Students can take individual IB classes and earn a certificate of completion for each class (with a score of 4 or higher on the corresponding IB exam) or can be IB diploma students, which is a 2-year program for juniors and seniors. Students who decide to pursue an IB diploma must complete a specific set of criteria. Students with an International Baccalaureate Diploma can gain admission and/or advanced credit at universities around the world. To access IB programmes, students must apply to the specific IB magnet school they wish to attend.

Credit by Demonstrated Mastery: All WCPSS students in middle school and high school have the option to apply for CDM during the state's designated application window. Students will turn in a CDM application, for up to three total courses, to their school's Student Services office. Students may earn high school credit for specified courses without spending a set number of hours taking the course in a classroom. Under the state's Credit by Demonstrated Mastery (CDM) option, uniquely qualified students may "test out" or bypass a course if they have already mastered the content. The program provides another opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early.

Students in WCPSS schools are offered the opportunity to earn college credits through several partnerships. High school students can earn college credit while in high school. Some high school students enter their first year of college with enough credits to be college sophomores. Some of these opportunities include:

- **College and Career Promise:** Through Career and College Promise (CCP), qualified students in North Carolina have the opportunity to pursue classes at community colleges tuition free while they are in high school, allowing them to get a jumpstart on their workplace and college preparation. CCP provides three pathways to help advance eligible students' success beyond high school.

- College Transfer pathways provide tuition-free course credits toward the Associate in Arts, Associate in Science or Associate in Engineering degrees which will transfer seamlessly to any public or participating private college or university.
- Technical Careers pathways earn tuition-free course credits at an NC community college toward a job credential, certificate or diploma in a technical career.
- Cooperative Innovative High Schools offer tuition-free college credits for high school students who attend one of these schools.
- Advanced Placement (AP): The purpose of the Advanced Placement (AP) program is to offer college-level courses to high school students. Administered by the College Board, the AP program includes both courses as well as a testing program that colleges and universities may utilize to grant credit to students who have performed well on AP examinations.
- Articulation Agreements: The North Carolina High School to Community College Articulation Agreement is an agreement between the North Carolina Department of Public Instruction and the North Carolina Community College System. This provides a seamless process that joins secondary and postsecondary Career and Technical Education (CTE) programs of study. The Local Articulation Agreement allows students to receive community college course credit for completion of identified Career and Technical Education (CTE) courses taken in high school.
- Dual Credit: To support high school students earning college credit while in high school through Career and College Promise, NCDPI has determined dual credit allowances for courses included in the Universal General Education Transfer Component (UGETC) of the Comprehensive Articulation Agreement (CAA). UGETC courses will transfer for equivalency credit from NC Community Colleges to UNC Institutions. Students who enroll in and pass these college courses also will receive high school course credit based on the Dual Credit Allowances for Career & College Promise document.

Cooperative Innovative High Schools (CIHS) are high schools that partner with local universities and community colleges to expand the students' opportunities for educational success through high quality instructional programming. Students have the opportunity to apply for the following schools through the Early College Application Process. The application includes a student-written essay for each school, recommendations from the ELA teacher, the math teacher and a school administrator or school counselor, plus two years of prior grades, current grades, and two years of prior standardized test scores. Students that are enrolled in CIHS programs may earn tuition-free college credits. Current CIHS programs in WCPSS include:

- *Wake Early College of Health and Sciences*: The Wake STEM Early College High School is a joint project between the Wake County Public School System and N.C. State University. STEM stands for science, technology, engineering, and mathematics. This is the school's theme, along with its designation as an Early College High School. Exploration of the Grand Challenges for Engineering is a common instructional focus that will extend through various courses.
- *Wake STEM Early College High School*: These schools are separate academies on different campuses, but share the same program and philosophy. The program starts at

sixth grade and continues as a blended high school and college experience. These small, single-gender academies develop each student as a leader and a learner. Themes of empowerment, innovation and collaboration are integrated in academic and extracurricular opportunities that result in each student's scholarship, service and success.

- *Wake Young Women's and Young Men's Leadership Academies*: These schools are separate academies on different campuses, but share the same program and philosophy. The program starts at sixth grade and continues as a blended high school and college experience. These small, single-gender academies develop each student as a leader and a learner. Themes of empowerment, innovation and collaboration are integrated in academic and extracurricular opportunities that result in each student's scholarship, service and success.
- *Vernon Malone College and Career Academy*: This school is a collaborative endeavor with Wake Tech and Wake County Government. Students can complete studies in one of the eight programs as part of their graduation credits. The school offers Biopharmaceutical Technology, Collision Repair, Cosmetology, Multi-Trades Technology, Nurse Aide, Simulation and Game Development, and Welding. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.
- *North Wake College and Career Academy*: This school is a collaborative endeavor with Wake Tech. Students can complete studies in one of five programs as part of their graduation credits. The school offers Culinary, Hospitality, IT/Tech Support, Early Childhood Education and Emergency Medical Services. Through an academic foundation paired with career-informed courses and work-based learning experiences, graduates may continue to a four-year university, or apply their earned credits towards an AAS degree, certificate or diploma program at Wake Tech.
- *Wake Early College of Information and Biotechnologies*: This school collaborates with Wake Tech's Research Triangle Park campus to offer course work in four specific program areas: Network Management, Computer Programming, Cybersecurity, and Biotechnology. Students will graduate with a high school diploma and credits towards their AAS degree, with the potential to earn enough credits to graduate with an Applied Science degree. Wake Early College of Information and Biotechnologies will partner with RTP business to provide students with real-world work experience in these high-demand fields.

North Carolina High School Diploma Endorsements: Each high school student in WCPSS has the opportunity to earn one or more endorsements on their high school diploma. These endorsements include:

- Career Endorsement: Indicates a rigorous course of study within a CTE concentration
- College Endorsement: Indicates that a student is ready for community college entrance
- College/UNC Endorsement: Indicates a student is ready for acceptance into a four-year university (within the UNC system)

- NC Academic Scholars Endorsement: Indicates a student completed a balanced and rigorous academic course of study which prepares students for post-secondary education
- Global Languages: Proficiency in one or more languages in addition to English

Whole Grade Advancement (WGA): Students are nominated by either the SBCGE or parents/guardians to potentially skip a grade. The process includes a systematic review of data which looks at academic achievement, ability, and social-emotional readiness.

Single Subject Acceleration (SSA): All WCPSS students have the opportunity to take an SSA test to skip the next grade in a single subject. Parents/guardians submit a request for their student(s) to take the SSA test for a single subject (math or ELA). These tests are based on end-of-the-year mastery of the grade the student wishes to skip (e.g., a third grader wishing to skip fourth grade math would take the fourth grade SSA test).

Early Kindergarten Entry (EKE): A child who turns four-years-old on or before April 16th of the current school year can apply for EKE for the following school year. A candidate for EKE must show advanced development intellectual, academic, and social-emotional maturity, in addition to an interest in learning. Parents/guardians download an application and provide testing information for a student to be eligible. Candidates must score at the 98th percentile or higher for both academic and intellectual testing, as well as demonstrating kindergarten readiness through a school-based observation. Psychological testing is provided by the family of the candidate. The Advanced Learning Services staff have partnered with the NC State University Psychoeducational Clinic and the NCSU Department of Psychology to offer free or reduced priced evaluations to qualifying families to help with the burden of cost.

Practice H

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

District Response:

- Increase access and opportunity to underrepresented populations by exposure to higher-level thinking.
- Nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- Strengthen the Third Grade Explorers Model to provide opportunities for all third-grade students exhibiting gifted behaviors and to nurture those behaviors among students across all ethnic, geographic, and socioeconomic groups.
- Provide tools to assist principals and AIG teachers to incorporate equity representation goals and action plans into their school improvement plans.
- Continue to expand the partnership with these departments: Office of Equity Affairs, Special Education, English as a Second Language, Elementary Education, Middle

School Education, etc. to jointly develop and communicate expectations for equitable representation within AIG.

- Include representatives from ESL/EL and Special Education in all SBCGEs when appropriate in talent search efforts.
- Advanced Learning Services will hire AIG High School Coordinators to help support gifted and talent development high school students with course selection, access to extracurriculars, SEL support, and self-advocacy.

Talent Development

A Talent Development model will be implemented at each elementary and middle school. Talent Development students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. While building the Talent Development population, the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. Other school data should be considered when placing students in the Talent Development program. Students who are in the Talent Development program are served at the same time as identified gifted students in an area where there is an indication of high performing skills.

Participation in the Talent Development Program will depend upon various factors and multiple data points determined by the School-Based Committee for Gifted Education. A Talent Development Plan and tracking document will be developed for the students who participate to allow for documentation of participation in the program. Throughout the school year, the SBCGE committee will examine available data for each student in Talent Development to determine if gifted identification is appropriate.

K-2 Nurturing

K-2 students will be nurtured by the implementation of the K-2 Science Nurturing Project (science lessons infused with Habits of Mind elements).

Explorers Program

The Explorers Program will be implemented for all 3rd grade students during the first semester to expose these students to higher order and critical thinking skills. Data will be collected through work samples and observations to support potential gifted referrals.

W.A.K.E. Camp

WCPSS will also host an annual program for rising 3rd graders (W.A.K.E. We Accelerate Kids Every Day) that will help develop critical thinking skills through the use of multiple evidence-based practices. W.A.K.E Camp will be offered to Title I funded schools in an effort to increase representation in gifted programming. Students are selected using benchmarking data and teacher/principal selection.

Practice I

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

District Response:

The Advanced Learning Services department encourages participation in extra-curricular programming that enhances and develops the needs, talents, and interests of gifted students.

The Advanced Learning Services, in conjunction with the Counseling department, promotes and shares information regarding Governor's School. The ALS team meets with high school counselors each year to provide guidance and support for the application process. Students are guided through the Governor's School application process. Application materials are then submitted to a central services team, which consists of members from the following departments: World Languages, Arts, Mathematics, Literacy, and Curriculum and Instruction. This team utilizes a standard rubric to recommend candidates for Governor's School participation. The team then submits a list of qualifying students to DPI. The WCPSS Superintendent reviews a list of candidates and selects two additional students to attend Governor's School.

The ALS department collaborates with the counseling department to support high school counselors and deans as they help guide students through the Career and College Promise (CCP) process. Many students leaving middle school will want to explore CCP (Career & College Promise) at the high school level. CCP is a dual enrollment program designed to provide eligible NC High school students an opportunity to earn college credit while still in high school. We help them prepare for this opportunity at the high school level by first telling them about the opportunity and second by ensuring they complete some of the requirements prior to leaving middle school, such as providing opportunities for potential gifted identification in both reading and math.

ALS also provides information and resources that may be of interest to students, parents/guardians and schools regarding opportunities for enrichment within the school community and in conjunction with outside agencies. Each school provides different extra-curricular options based on local resources and interests. Some of these extra-curricular programs/activities may include, but are not limited to:

- Wake Partners for the Advancement of Gifted Education (PAGE)
- Science Olympiad
- Math Counts
- Geography Bee
- NC State Science House
- Robotics
- Lego League

- Wonder League
- Odyssey of the Mind
- National Junior Honor Society
- National Honor Society
- NC State SMILE Camps
- Academic Summer Programs at area colleges and universities
- Wake County division of SCRIPPS Spelling Bee
- NAGC Resources

The ALS department will continue to advocate for additional extra-curricular activities and will provide parents/guardians/families with an updated digital list of resources available at schools and in the community. The Advanced Learning Services team will partner with local groups and organizations to highlight available resources and programs for gifted students and their families.

Ideas for Strengthening the Standard:

- Provide differentiated learning opportunities based on identified areas of need for all gifted learners in WCPSS.
- Provide access to AIG programming in a central, digital location that meets the needs of gifted learners in elementary, middle, and high school.
- Provide tools to assist principals, AIG teachers, classroom teachers, and other school-based stakeholders to properly identify the needs of gifted learners based on area of identification (AG, IG, AIG).
- The Advanced Learning Services staff will continue to work closely with school and community organizations to foster more consistent collaborative relationships, including scheduled parent/guardian/community meetings, staff training, collaboration with counselors, and student services staff.
- The School-Based Committee for Gifted Education (SBCGE) at each school will discuss the social/emotional needs of gifted students (and other advanced learners) and determine strategies to meet those needs and challenges.
- The Advanced Learning Services staff will maintain membership in various subcommittees of the Behavioral Collaborative to help determine where the social and emotional needs of gifted learners are addressed from a district policy level. These subcommittees include representation from various departments such as Academics, Exceptional Children, and Counseling, among others.
- The Advanced Learning Services staff will create and recruit a team of various stakeholders (AIG teachers, classroom teachers, counselors, and administrators) to determine appropriate service delivery to meet the social and emotional needs of gifted learners.
- Increase collaboration between the classroom teacher and the AIG teacher.
- SBCGE team meets monthly to discuss instructional outcomes using a data-based problem-solving model.

- AIG teacher and classroom teacher monitors the progress of students using a district-supported tracking system.
- Schedules developed that support the implementation of quality instruction.
- Research and provide extra curricular programming, activities and informational resources for elementary and middle school.
- Provide a smooth and knowledgeable transition between elementary to middle and middle to high schools.
- AIG Teachers will effectively collaborate and communicate with each other to best meet the needs of advanced learners.

Sources of Evidence:

- AIG Equity Collaborative Meeting Minutes
- AIG Plan
- Differentiated Education Plans
- AIG School Plan
- SBCGE Agendas/Minutes
- PLT Minutes
- Professional Development Agendas/Minutes
- Differentiated Education Plan
- AIG Equity Collaborative team agendas
- Professional Learning agendas and sign in sheets
- AIG Workbooks
- School Websites/newsletters
- WCPSS Website
- School Staff AIG Presentation Materials
- Notes from Transition Meetings between elementary to middle - middle to high
- Cumulative Record Files (yellow AIG file)
- SSA Rosters
- AIG Program Rosters
- 8th grade Interest Surveys
- Documentation from Early Kindergarten Entry and applicant data
- Whole Grade Advancement documents and data regarding recommendations decisions
- Advanced Placement student participation data
- Graduation data
- Dual Enrollment data
- Accelerative Practice data
- Talent Development Planning & Tracking
- ECATS: MTSS Checklists
- Programs and event updates to schools and disseminated at the school level
- Program flyers
- Documented contact with agencies and entities regarding existing opportunities and/or suggestions for new opportunities

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

District Response:

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles to address a range of learning needs at all grade levels.

WCPSS ALS department strongly maintains that each gifted learner provides unique educational and learning needs. Based on multiple data points collected and analyzed through the identification process, AIG teachers are able to help support all teachers and specialists in providing diverse and effective instructional practices to learners based on abilities, readiness, interests, and learning profiles.

Establishing district expectations around differentiation:

A goal of the ALS department is to select, adapt, and create differentiated, challenging, culturally responsive curricula to meet the needs of students with a variety of gifts and talents, whether identified for gifted service or not.

Gifted learners benefit from working with other students of similar abilities, needs, and interests. This is done through cluster grouping, gifted push-in/pull-out services, and interests-based grouping/activities.

AIG teachers utilize a variety of methods to differentiate the curriculum and instruction, such as, but not limited to:

- Paideia/Socratic seminars
- CMAPP math enrichment lessons
- Project-based learning
- Webb's Depth of Knowledge (DOK)
- Depth and Complexity
- Open Ended Questions
- Menus
- Learning Contracts

- Content, Process and Product

Opportunities to enrich, extend, and accelerate the NCSCOS and address student needs:

WCPSS offers gifted learners opportunities that enrich, extend, and accelerate the NCSCOS throughout the day. Some such opportunities include:

- Digital classrooms that offer blended learning in multiple subject areas
- Single Subject Acceleration
- Whole Grade Advancement
- Accelerated middle school math classes (6 Plus, 7 Plus, Math 1, and Math 2)
- Advanced Placement (AP) courses
- Credit by Demonstrated Mastery (CDM)
- International Baccalaureate (IB) diploma programme
- Participation in Career and College Promise (CCP) for 9th and 10th grade students

Staff support in differentiation the NCSCOS:

The ALS department provides professional development opportunities to build AIG teachers' capacity in enriching and extending the NCSCOS for gifted learners. These opportunities are offered at district-wide PL days as well as asynchronously through the AIG Headquarters (digital resource for AIG teachers). Resources for curriculum extension and enrichment, such as NCDPI Advanced Learning Labs, are provided for all AIG teachers to use with classroom teachers when planning for core lessons.

AIG teachers are expected to attend grade-level and subject-level PLTs to establish a collaborative relationship. This time is used for AIG teachers to plan lessons with core teachers and determine co-teaching models which support the needs of gifted learners.

Practice B

AIG teachers should work within current teaming structures in their buildings (i.e., grade-level PLTs or MTSS teams)

District Response

WCPSS ALS maintains that gifted learners benefit most from diverse and effective instructional practices that match the needs of individual learners at all grade levels.

While not an exhaustive list, some strategies that are used by AIG teachers include:

- Technology to implement blended learning
- Differentiating instruction through use of Webb's Depth of Knowledge
- Academic enrichment

- Needs-based acceleration
- Flexible grouping based on specific needs
- Paideia/Socratic Seminars
- Project-, problem-, and inquiry-based learning
- Level IV/differentiated opportunities in the core classroom

To help support classroom teachers and specialists, the WCPSS ALS department provides evidence-based resources and professional learning opportunities to all AIG teachers. AIG teachers lead their School-Based Committees for Gifted Education (SBCGEs) in critiquing and analyzing learning opportunities and instructional practices for their gifted learners, whether identified or not.

AIG teachers utilize multiple points of data through the referral and identification process to assess the need for differentiated instruction through gifted programming. This data helps inform the creation of the Differentiated Educational Plan (DEP). The DEP allows for school-based stakeholders to view and respond to the needs of each identified gifted student.

AIG teachers provide direct instruction for identified and talent development students in grades 4-8. Based on the number of identified gifted students at an individual school, the AIG teacher's schedule must be flexible to ensure all students are provided with instruction that meets their individual needs. Instruction and services are adjusted based on schoolwide data.

Practice C

Incorporates a variety of evidence-based resources that enhance student learning.

District Response:

The WCPSS ALS department provides evidence-based resources to all AIG teachers as part of developing and maintaining rigorous instructional opportunities that enhance the student learning. Available resources are periodically reviewed and distributed to AIG teachers throughout the district via professional learning days and specific school support. All updated and available instructional resources are housed digitally through the AIG Headquarters. Any hardcopy materials (books, printed materials, manipulatives, etc.) are sent directly to the schools for the AIG department professional library.

All resources are selected based on evidence-based practices that align with the goals of WCPSS ALS and that serve to differentiate, extend, and enrich the NCSCOS. Some examples of resources include, but are not limited to:

- Jacob's Ladder
- Zaccaro Math
- Singapore Math
- Primary Education Thinking Skills (PETS)
- Thinking Skills and Key Concepts

- ThinkLaw as a supplemental critical thinking resource for grades 6-8
- K-2 Science Lessons embedded with Thinking Skills
- NCDPI AIG Learning Labs

Practice D

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

District Response:

AIG Teachers collaborate with classroom teachers and content specialists in their schools to support the integration of 21st-century skills and specifically the 4C's (Communication, Critical Thinking, Collaboration, and Creativity), curiosity and leadership within the core curriculum and assist in the development of learners who are globally competitive.

AIG teachers foster the development of 21st-century skills by implementing the 4 C's written in the district strategic plan to meet the needs of students through a variety of service options and all teachers embed this plan in their lesson plans. Additionally, AIG teachers assist classroom teachers in conducting research to find materials and digital resources to infuse 4C's within the core curriculum.

In order to promote the development of critical thinking skills, communication skills, collaboration skills, creativity skills as well as future-ready skills, curriculum units are applied appropriately and differentiated for advanced learners. Additionally, AIG teachers plan collaboratively with classroom teachers and provide resources to support the advanced learner while in the classroom.

The ALS department and WCPSS maintain that critical thinking skills should be explicitly taught and developed for all students. Elementary AIG teachers collaborate with classroom teachers from K-5 to develop opportunities to strengthen critical thinking. Some of these strategies may include but are not limited to: Socratic seminars, grade specific debates and discussions, and opportunities embedded in assessments that allow for critical thinking and higher order problem solving (beyond the core requirements). Middle school AIG teachers will provide identified gifted and talent development students with higher-level thinking opportunities outside of class-based assignments. Other options for developing the 4C's may include project-based learning opportunities and Socratic Seminars.

The ALS department is constantly developing relationships with community partners to create meaningful experiences for gifted learners. These partnerships include local historical landmarks, museums, and companies that offer insight and opportunities for gifted students to explore potential career opportunities and develop academic interests in real life contexts. These learning opportunities may include field trips, day camps, or extended projects.

High school students will develop these future ready skills through the ongoing partnerships with local community colleges and 4 year colleges/universities. The ALS department seeks to provide information sessions about college and career readiness. Additionally, gifted identified students in 9th and 10th grade are eligible to apply for CCP courses whereby students can earn college credits while in high school.

Practice E

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response:

WCPSS classroom teachers use a variety of data (i.e., universal screening, diagnostic and performance assessments) to determine students' learning needs and response to instruction. Appropriate formative and summative assessment data is used to guide instruction.

- Annually the SBCGE team uses summative data from EVAAS to determine the effectiveness of programming and the impact instruction, curriculum and environment are having on student growth for gifted and high potential students.
- AIG teachers collaborate with general education teachers, grade/subject area PLT's to analyze students' interests, classroom performance, achievement, and/or learning preferences for informing and planning appropriately differentiated instruction. Once formative data is gathered, AIG and grade/subject area PLT's determine where identified gifted and high potential students are not demonstrating growth and develop plans to address student's needs.
- School leadership visits classrooms regularly to observe data-driven instruction. Observations and analysis of student work samples from the general education classrooms may indicate a need for additional support and professional development for general education teachers.

To increase the use of assessment data to drive instructional practice, the AIG teachers work collaboratively with classroom teachers to use a balanced assessment approach including research-based pre-assessments, formative, diagnostic and summative assessments to inform instructional decisions in a variety of courses. The AIG teacher uses data and observation to determine needs for additional support in the regular education classroom.

AIG Teachers work with grade-level Professional Learning Teams (PLTs) in schools to support the analysis of ongoing student assessment data. Common formative assessments and district benchmark assessments are used regularly in addition to other classroom unit assessments, tests, projects, grades, and performance to determine need for planning differentiated learning opportunities. Schoolwide universal screening data is also used to help inform instructional needs and differentiated learning opportunities.

AIG teachers monitor gifted and talent development students' achievement and growth using EVAAS, and collaborate with classroom teachers and administrators to achieve goals and facilitate further growth in reading and mathematics. Using data-based decision making, AIG

teachers and classroom teachers adjust curriculum, instruction, and environment to improve teaching and learning to increase student performance.

Annually the SBCGE team uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum and environment are having on student growth for AIG and high potential students. On an ongoing basis, grade level or subject area PLTs examine formative data to determine where identified AIG and high potential students are not demonstrating growth and develop plans to address those standards.

Practice F

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response:

Some advanced learners are faced with a true challenge for the first time as curriculum and learning tasks become increasingly rigorous. Therefore, it is important for teachers and parents/guardians to be aware of the particular social and emotional characteristics of advanced learners. It is important that educators address the social and emotional needs of the gifted learner in a manner to support healthy effective growth, as well as academic development.

The role of the AIG program is to support AIG teachers in recognizing and meeting the social-emotional needs of gifted students as well as building the capacity of other staff within their buildings to recognize and meet these student needs within their school.

AIG teachers increase awareness and support the social and emotional needs of the gifted student by creating and/or sharing affective curricular and instructional practices with classroom teachers and other school personnel.

The Advanced Learning Services team collaborates with other departments to develop content and support the implementation of the district's K-12 BIMAS Social Emotional and Behavior screener (pilot/cohort model) to increase awareness of social and emotional characteristics common among gifted learners. The ALS team maintains membership on the Behavioral Health Collaborative as well as the various work subcommittees to establish best practices in addressing the social-emotional needs of gifted learners.

- The ALS team maintains membership in the Behavioral Health Collaborative and various subcommittees.
- Professional Learning for AIG teachers are developed and delivered (synchronously and asynchronously) to model best practices in addressing and supporting SEL needs of gifted learners.
- Resources are housed in the AIG Headquarters for AIG teachers to use when developing SEL learning opportunities in small group or core classes.
- Mini-lessons are available to support newly identified gifted and talent development students. Content of these mini-lessons include: what it means to be gifted, what

giftedness looks like in school, common challenges gifted students face and how to effectively manage these emotions. These mini-lessons are delivered in AIG specific classes/groups.

- Mini-lessons are available to 8th grade identified and talent development students preparing for the transition to high school. The content of these mini-lessons include: readiness skills for high school, study skills, relationship skills, and managing stress in high school.

Practice G

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:

The development of gifted behaviors at a young age is critical for achievement and development of full potential. Highly capable children may not be able to demonstrate their advanced learning potential until they have access to enriched learning and extended vocabulary opportunities. Regular education teachers typically do not have a background in gifted behaviors; therefore, they often do not recognize the capabilities of students from underrepresented populations. The AIG Program provides opportunities and resources that support classroom teachers in recognizing potential in all students and nurture the gifted behaviors of young students at the K-3 level.

According to the National Association for Gifted Children (NAGC), "bright children who enter school behind or with some academic weaknesses still can learn at a faster rate and with less repetition than their typically developing peers. Instruction that proceeds slowly with small increments of knowledge will neither engage nor motivate these students, nor will it allow their advanced problem solving and reasoning abilities to become obvious to teachers."

The School-Based Committee for Gifted Education (SBCGE) uses student and schoolwide data to identify groups of students who demonstrate the need for differentiated instruction via the WCPSS AIG Identification as well as students who would benefit from nurturing or talent development opportunities.

K-2 Nurturing:

All K-2 classroom teachers use the K-2 Science Nurturing Project lessons that are developed to challenge high-end learners and allow teachers to observe and document student responses that indicate potential AIG characteristics. The lessons also target the needs of underserved populations of primary learners who need exposure to more complex vocabulary, thinking, and processing skills.

The K-2 Nurturing model also includes the following components:

- Consultation and collaboration between AIG teachers, who are trained in recognizing gifted behaviors, and classroom teachers, to identify advanced learning potential.
- Differentiated curriculum and instruction resources provided to regular education teachers.
- Enrichment Lessons Resources:
 - Primary Education Thinking Skills (P.E.T.S.)
 - Kids into Thinking (KITS)
 - K-2 Science Nurturing Project lessons

3rd Grade Explorers:

The Third Grade Explorers Model (first semester) provides opportunities for students to demonstrate gifted behaviors during the first semester. Throughout the first semester, the AIG teacher works in partnership with all third grade teachers to provide a variety of in-class experiences in language arts and mathematics designed to elicit high academic performance. All third grade students participate in whole class experiences. As the semester progresses, students who demonstrate potential in these in class experiences receive advanced and enriched learning opportunities.

Student groups are flexible and fluid throughout the first semester to allow students with varying strengths and gifts to benefit from higher-level instruction from an AIG teacher. Data collected during the implementation of Explorers Nurturing Model is an integral part of the identification process for third grade students. Selected work samples are designated for inclusion in the student portfolio and the AIG teacher collects work samples demonstrating higher-order and problem-solving skills. These work samples are used as part of the student's portfolio to support the need for gifted identification.

Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

District Response:

The knowledge and expertise of professional staff are critical to the development of a comprehensive differentiated curriculum that is aligned appropriately with the NC Standard Course of Study and provides necessary rigor and challenge.

The Advanced Learning Services team partners and collaborates with AIG teachers to create/develop/plan differentiated instruction for gifted learners. Additionally, the ALS team consults and collaborates with other academic departments to ensure that the curriculum and extensions align with the NCSCOS.

AIG teachers host monthly SBCGE team meetings that require the team to use the Team Initiated Problem-Solving (TIPS) process to make data-based decisions to inform the appropriate instructional resources aligned to student identification, growth, needs and support for Gifted and Talent Development students. AIG teachers collaborate with the appropriate school based teams (i.e. School Leadership Team, Intervention Team, etc.) in order to meet the needs of all identified students, including students who are dually identified. AIG teachers are invited to attend IEP or 504 meetings for twice-exceptional students. During grade/subject level PLTs, the AIG & classroom teachers work collaboratively to prescribe appropriate strengths-based strategies and targeted support to address individual needs and foster increased success of students. When meeting with school-based teams, AIG teachers provide guided questions to generate conversation and problem-solving regarding the unique needs of gifted learners. Questions to consider include, but are not limited to:

- What acceleration opportunities do we have in core classes (outside of SSA and WGA)?
- How do we incorporate gifted learner interests into the curriculum?
- Do we provide opportunities for students to expand their understanding and application of the curriculum?
- How do we provide opportunities for students to NOT succeed? That is, are our students being pushed, academically/intellectually, beyond their comfort zone?

Based on the outcome of the TIPS process and other team decisions, listed are examples of essential elements of differentiated instruction that could be implemented:

- Differentiation of content, process, and/or product
- Development of communication, collaboration, critical and creative thinking skills
- Model lessons for best practices
- Effective questioning
- Tiered lessons and assignments
- Independent study contracts
- Open-ended problem solving
- Socratic Seminar
- Compacting curriculum using pre- and post-assessments

Practice I

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

District Response:

The AIG Plan provides structure for service delivery to ensure appropriate service to meet student needs. AIG teachers continue to use the DEP to facilitate communication with parents/guardians, teachers, and students about how differentiation occurs.

Reviews of each K-8 identified gifted student's DEP are conducted in collaboration with grade level and/or classroom teachers to determine student needs and response to instruction. As a result of this collaboration, DEPs are created at the beginning of each academic year to address the needs of the group and/or individual students. During the beginning of the year AIG meeting, AIG teachers provide the parents/guardians a copy of the DEP and will answer any questions regarding services. Any identified students experiencing academic difficulty in K-12 are provided with an Instructional Support Plan in an effort to encourage, assist, and promote their academic success.

AIG teachers are invited, when needed, to attend IEP or 504 meetings for twice-exceptional students in an effort to ensure appropriate AIG services are provided for the student.

The High School Differentiated Education Plan (HS-DEP) indicates areas of service for students in grades nine through twelve. A copy of the high school DEP is provided to parents/guardians of identified students at the end of the eighth-grade academic year. Accelerated high school students are served through honors and advanced placement classes and International Baccalaureate classes, if available. High school AIG coordinators work with high school students and their counselors to ensure course selection is aligned with their needs and goals. High school teachers are provided a roster of identified students and their identified gifted areas. Each of these rosters are accompanied by a list of common gifted characteristics and needs as well as strategies to support gifted students.

Ideas for Strengthening the Standard:

- Continue to research best practices for differentiated instruction for gifted and advanced learners
- Build community partnerships with local businesses and colleges/universities to enhance and strengthen 4C skills for advanced learners
- Develop strategies to offer internships and other community-based learning opportunities for high school students
- Provide AIG teachers with resources to support classroom teachers' understanding of SEL needs of gifted and advanced learners

Sources of Evidence:

- AIG School Wide Service Delivery Plan
- Differentiated Education Plans
- Differentiated Course Plans
- Student Work Samples
- Wake's AIG Headquarters in Learning Central

- Learning Central Enrichment Lessons
- K-2 Science Nurturing Project Lessons
- Professional library:
- Jacob's Ladder Fiction and Nonfiction
- Singapore Math
- Edward Zaccaro Math
- School-based or district AIG meeting agendas and materials
- Teacher Lesson Plans that incorporate 4C's
- district and/or state assessment data
- Student Portfolios collected by general education and/or AIG teachers
- EVAAS Math & ELA predictor
- EOG growth data for AIG students
- Formative and summative assessments
- NC Check Ins Data
- SSA and WGA data and records
- Documentation (agendas, notes, presentations, etc.) from staff development and parent/guardian sessions that address the social and emotional needs of gifted learners
- District BIMAS social emotional and behavior data for AIG students
- Utilize video and DPI Booster Shot resources which address social and emotional needs of gifted learners
- Documentation (agendas, notes, presentations, etc.) from staff development and parent/guardian sessions that address the social and emotional needs of gifted learners
- AIG Curriculum Bank on AIG Headquarters in Canvas
- Enrichment Lessons found on CMAPP 2.0
- AIG distributed resources
- Student Portfolios
- Professional Development Resources
- Professional Learning
- School Based Committee meeting agendas and notes
- 504 Meeting Minutes
- Differentiated Education Plan (DEPs)
- Differentiated Course Plans (DCPs)
- AIG Curricular Resources
- AIG teacher modeling in the regular classroom setting
- School Based Committee for Gifted Education meeting notes
- Instructional Support Plan
- HS-DEP
- Differentiated Education Plans (DEP's)

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response:

All certified members of the Advanced Learning Services must obtain AIG add-on licensure status.

In order to appropriately serve approximately 27,000 identified gifted students as well as nurture the academic potential of K-12 students, Advanced Learning Services personnel includes a Director, a Senior Administrator, a Data Manager, three Coordinating Teachers and a Psychologist at the Central Services level. WCPSS supports over 180 school-based AIG teachers.

2022-2025 Advanced Learning Services Staff consists of the following positions:

- Director
- Senior Administrator
- Three Coordinating Teachers (CTs)
- AIG Psychologist
- Data Manager
- AIG Teachers

The Advanced Learning Services staff works to develop and monitor the implementation of the AIG Plan, with ongoing feedback from the AIG Equity Collaborative (AEC) team that consists of administrators, teachers, and central services staff. All Advanced Learning staff are employed twelve months to oversee all aspects of the AIG program including budget and communication. ALS staff collaborates with stakeholders, including other departments to support schools on all instructional calendars. ALS staff are hired by and report to the ALS director.

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

District Response:

AIG teachers hold an add-on AIG license issued by the North Carolina Department of Public Instruction. These educators have specific training regarding the academic, intellectual, social and emotional characteristics and needs of gifted learners. These professionals are also trained

to identify characteristics in students with high potential who may not typically be identified in gifted programs. The AIG teacher is an expert at the school for differentiation and provides professional learning sessions to assist other staff members at the school site to appropriately serve identified gifted and other highly capable students.

Teachers employed through AIG months of employment must have an AIG license or must be actively working towards obtaining certification through enrollment in AIG coursework or passing the AIG Praxis examination (within two years of the hire date).

The AIG teacher works collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurturing, Talent Development, and identified gifted students. At the elementary level, AIG teachers provide a minimum of 45 minutes of direct services per week per area of identification (language arts and/or math). Talent Development students are defined by being high performing students that show the potential for gifted identification and/or that have high performing characteristics as outlined in the referral process. While building the Talent Development population, the schoolwide demographic population must be analyzed to ensure the district entry criteria is being adhered to. School teams are provided other data sources that are considered when placing students in the Talent Development program. Elementary students who are in the Talent Development program are served at the same time as identified AIG students and are provided with a minimum of 45 minutes of direct services per week per area where there is an indication of high performing skills.

At the middle school level, 6th-8th grade AIG Identified students are served a minimum of 4 times per year in each identified area. AIG teachers at the middle school have the opportunity to serve their students beyond this required service delivery level.

At the high school level, students self-select their advanced course of study including Honors, Advanced Placement and International Baccalaureate courses. Governor's School and other enrichment opportunities, such as CCP, are available. The high school AIG coordinators provide support for high school students as the students select their coursework in an effort to better align the course sequencing to students' needs, interests, and goals. AIG licensed professionals are educated in best practices in academics and data-based problem solving, and meeting the needs of gifted and Talent Developed students. AIG teachers assist in nurturing and identifying students who demonstrate gifted characteristics. The Advanced Learning Services Director establishes allotments, monitors and utilizes funding to support gifted programming. Advanced Learning Services staff support school staff, including AIG teachers and administrators. AIG teachers and administrators are responsible, at the school level, to appropriately implement the WCPSS AIG plan and adhere to related WCPSS Board of Education (BOE) policies and applicable state laws. Additional monitoring ensures fidelity and consistency in serving the academic, intellectual, and social/emotional needs of gifted learners by appropriately implementing the local AIG plan.

The Advanced Learning Services team partners with student services to determine resources (such as DPI booster shots) for social emotional learning for counselors and other stakeholders

to build an awareness of social emotional needs of our gifted population. The team uses current and future SEL/behavior screener data to identify some of these targeted areas based on student data from AIG identified students. A review is done of the alignment of the existing curriculum to determine if specific social and emotional needs of gifted learners are being addressed.

AIG teachers are hired by and report directly to the Principal at the school site. Teachers employed through AIG months of employment must have an AIG license, or be actively enrolled in working toward one. AIG Teachers with AIG licensure (or who are on a plan to complete that licensure within a two-year period) are employed for specific months of employment at each elementary and middle school within WCPSS. The AIG teacher serves as the SBCGE chair at their assigned school. The AIG teacher also directly serves students through a hybrid model including both pull out and push-in. The AIG teacher works collaboratively with classroom teachers to plan and provide appropriate levels of differentiation for nurtured, Talent Developed, and AIG-identified students.

Practice C

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

District Response:

WCPSS Advanced Learning Services staff and AIG teachers participate in professional learning that supports the use of data-based problem solving, critical thinking skills, how to recognize giftedness, and giftedness in underrepresented populations. Advanced Learning Services staff and AIG teachers participate in professional learning that supports the use of researched and/or evidence-based teaching practices to aid in a deeper understanding of how to identify students and provide support as needed by teachers. AIG staff provides professional learning that supports establishing and sustaining instructional practices that assist nurturing and Talent Development programs which will lead to increased representation of typically underserved students. Talent Developed students will have some of the same experiences as their identified peers with the goal of identification and/or significant academic and intellectual growth.

Advanced Learning Services staff is responsible for disseminating AIG program information and training throughout the district. All WCPSS teachers are expected to provide differentiated instruction and/or support differentiated instruction that meets the needs of all students.

Advanced Learning Services collaborates with various departments throughout the district that support advanced learning that is based on the academic needs of all students.

Gifted licensure is recommended and encouraged for teachers of gifted cluster groups and is required of AIG teachers. High school Advanced Placement (AP) and Honors level teachers will meet College Board requirements, and International Baccalaureate (IB) teachers will earn either the IB certificate in teaching and learning or the IB advanced certificate in teaching and learning research.

Professional Learning Expectations:

- AIG teachers provide on-boarding for their SBCGEs. This onboarding level-sets the team and reviews expectations for participation in the SBCGE. The training is provided by the ALS team, but the AIG teacher will deliver this during the first SBCGE meeting of the new school year. The content of this onboarding includes: Purpose of SBCGE, roles/responsibilities of SBCGE, district process for identification and service delivery, processes for universal screening, and characteristics of giftedness.
- The ALS team provides consistent professional learning opportunities that align with department and district goals. Additional PL and office hours will be developed based on AIG teacher feedback. PL topics may include but are not limited to: service delivery, differentiation, instructional practices, data-based problem solving, equitable identification, WCPSS process and procedure, social-emotional needs of gifted learners, and universal enrichment opportunities.
- SBCGE team members from all schools are invited to attend district-wide AIG PL opportunities. Additionally, these team members are encouraged to attend ALS office hours that are offered bi-weekly.
- The ALS CTs and Psychologist partner with AIG teachers to address school-based PL needs for serving and supporting gifted learners. AIG teachers are responsible for delivering PL for their assigned schools. PL needs will be determined by local AIG teachers through consultation and collaboration with stakeholders.
- Information is disseminated to all WCPSS staff regarding partnerships with local colleges and universities for the purposes of AIG add-on licensure coursework.

Professional Learning Responsibilities:

- ALS department responsible for developing district-wide AIG PL opportunities and office hours.
- ALS will partner with local and national organizations to provide PL.
- AIG teachers are expected to deliver timely and relevant PL for assigned schools and SBCGEs.
- AIG teachers are expected to obtain and maintain current AIG licensure through DPI. Opportunities will be shared for coursework.

Through professional development the following will be supported:

- How to analyze data through the use of Team Initiated Problem-Solving
- Evidence-Based/Research-Based practices
- How to differentiate instruction
- How to identify giftedness in underrepresented populations
- Use of Every Child Accountability Tracking System (ECATS) to track AIG identified and Nurture/Talent -Development student's attendance, behavior and academics
- Growth Mindset
- Implicit Bias

Possible Models for completing Professional Development include:

- Professional Learning, conferences and/ or institutes facilitated by Advanced Learning Services
- Regional professional follow-ups after district-wide professional learning opportunities
- Web-based Gifted Education Learning Modules
- DPI AIG Web-based Gifted Education Learning Modules and Workshops, conferences, or courses offered by universities, DPI, or other recognized educational organizations
- Site visits and observations by classroom and AIG teachers (with administrative approval)
- Collaboration for training with AIG staff, other school-based specialist in PLTs, grade level meetings, or school staff meetings

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:

Gifted licensure is required for all AIG teachers. AIG licensure is highly recommended for teachers of gifted cluster groups. The WCPSS Academics Department and/or Advanced Learning Services staff offers opportunities for classroom teachers to participate in professional learning to meet specific needs of AIG and highly capable students in general education/cluster groups. The professional learning will align with research-based/evidenced-based state and national recommendations for gifted education as well as align with district adopted NC Standard Course of Study and the WCPSS Strategic Plan.

District-wide professional learning with AIG teachers will increase overall instructional rigor and the use of best practices that have previously been found primarily in gifted programs. While refreshing and retraining themselves, AIG teachers will participate in and support classroom teachers in this work. With the high number of gifted students in the district, and with the need

for differentiated instruction in the regular classroom, our professional development priority must focus on deepening general education teachers' understanding and use of differentiated instruction in the classroom. In addition, nurturing and Talent Developing services within our K-8 classrooms must be a priority. AIG staff learns and implements strategies for teaching gifted students and nurturing/developing academic potential. AIG staff will support all staff that serve high performing students. Advanced Learning Services staff and AIG teachers are responsible for developing a consistent process to train classroom teachers in nurturing pedagogy to increase awareness of underrepresented populations needs and general misconceptions about gifted students.

Gifted students are placed in cluster groups for service in their identified area, reading and/or math, when in regular education classes. Special consideration must be given to the size of cluster groups for management of collaboration by the AIG teacher and classroom teacher. Clusters in regular, mixed-ability education classes will consist of at least four identified gifted students. The cluster group teacher has the opportunity to receive training and can cooperatively plan with the AIG teacher on how to best meet the needs of AIG and highly capable students.

Building level administrators and AIG teachers facilitate scheduling classes to ensure differentiation of student instruction through grouping and collaboration. Special attention is needed by administrators to support AIG teachers for appropriate learning environments that are matched with the AIG plan.

AIG teachers partners with the counselor to ensure effective student placement AIG teachers communicate with stakeholders, specifically parents/guardians, about all aspects of the AIG program as well as serve as the liaison between Advanced Learning Services and their school site.

School Administrators appropriately cluster group gifted students based on their area(s) of identification. Teachers of cluster groups should use the NC Standard Course of Study as a basis for student pre-assessment and adjust instruction according to students' strengths, interests, and developmental levels with respect to reading and or math service level. Curriculum for identified students should be aligned to the curriculum offered to the general education students. This does not mean additional content, but rather allowing for a greater depth of knowledge of content and/or independent study within the content.

Practice E

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

District Response:

WCPSS and the Advanced Learning Services department believe in the recruitment and retention of AIG-licensed professionals and recruiting diverse candidates for AIG positions. To meet this standard, WCPSS and the ALS department:

- Partner with local colleges and universities, including HBCUs, to recruit potential AIG teachers from teacher education programs. The ALS department, in collaboration with HR, will provide information to local teacher education programs about the benefits and process of becoming AIG-certified
- Partner with local universities to help support the add-on licensure process for potential and existing AIG teachers
- Work with district leadership to provide financial support for teachers to earn AIG add-on license, either through IHE coursework or Praxis
- Provide local professional learning to prepare teachers and other support staff to earn AIG licensure through the Praxis exam

Practice F

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

District Response:

To recognize and realize equity and excellence in gifted education, WCPSS recognizes that professional learning opportunities are necessary to help shift mindsets, policies, and practices. The ALS team collaborates with multiple teams in the district to intentionally offer stakeholders the opportunity to learn about the importance of equity work as well as practical strategies to support these efforts throughout the district. The ALS team:

- Utilize resources provided by NCDPI - Call to Action and Guidebook to support these goals, as well as other local resources.
- Partner with district leadership, such as the Office of Equity Affairs, to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs regarding equity and excellence in gifted education.
- Members of the ALS services team serve on various district committees to support the gifted voice at the district level.

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 Program professional learning is aligned with the WCPSS district-wide initiatives and practices to promote optimal student learning and teacher effectiveness.

Professional learning alignment is a collaborative effort of the AIG Program with other WCPSS departments. The professional learning plan aligns with North Carolina AIG Program Standards established by the Department of Public Instruction. Professional learning includes skills in progress monitoring and utilization of data for AIG services as well as utilizing WCPSS district formative assessments to better serve the needs of AIG students. Professional Learning is also aligned to Wake County's five identified NC Star School Improvement Indicators. AIG teachers in collaboration with school administrators lead the implementation of best practices for gifted education by providing additional professional learning based on identified school needs. In addition, the Advanced Learning Services department also partners with other WCPSS departments to provide professional learning that targets equitable access to the highest appropriate rigor for underrepresented populations.

AIG Teachers

The Advanced Learning Services staff and other educators develop and implement academic programs and rigorous, relevant curricula that equip students with the knowledge, skills, and dispositions needed for success in meeting 21st-century challenges. The AIG Program designs and implements ongoing professional learning for AIG teachers to increase expertise by providing:

- Extensions and enrichment curriculum aligned with the NC Standard Course of Study that will provide appropriate differentiation for the gifted and high performing students.
- Consultation services will be provided to all classroom teachers.
- Professional learning will be provided for school personnel, based on the school's specific data based needs.

The AIG Program provides classroom teachers learning opportunities specific to the potential, characteristics, and needs of gifted learners and differentiation practices for students from kindergarten through twelfth grade. AIG Teachers support classroom teachers as they review, reflect upon, and refine their use of differentiation in managing curricula, instruction, and assessment to promote optimal student growth and achievement.

Elementary and middle school AIG Teachers focus on teaching and learning in their schools. They facilitate multiple forms of professional learning. The AIG teachers share knowledge and best practices, develop a rigorous and relevant curriculum, and collaborative plan lessons to support student success. AIG teachers provide in-class instruction, pull-out instruction, and plan collaboratively with grade levels during PLT to support optimal academic, intellectual, social, and emotional student growth.

Ideas for Strengthening the Standard:

- WCPSS Advanced Learning Services seeks to recruit and retain program personnel with NC AIG licensure.
- Continue to evaluate job duties and revise job descriptions of program personnel to ensure the most effective utilization of resources and provisions for services to students.
- Program budget will be continually evaluated to better meet the needs of schools.
- Continually review and evaluate the needs of the Advanced Learning Services staff, specifically AIG teachers' roles, schedules, and responsibilities in supporting the academic, intellectual, and social/emotional needs of gifted learners.
- Seek ways to increase the numbers of appropriately licensed staff to continually improve program implementation to best serve students at all levels.
- Determine the length of time and variety of ways professional learning can be provided to WCPSS staff.
- Provide ongoing professional learning opportunities for all AIG program staff on the strategies that support academic progression.
- Support AIG teachers as they provide professional learning to their school-based committees in order to support all gifted learners.
- Partner with local colleges and universities to offer AIG coursework for add-on licensure.
- Partner with local and national organizations to provide timely and relevant professional learning to AIG teachers in a variety of topics related to gifted education.
- Collaborate with various departments/programs to ensure that educators have the tools and resources to best serve formally identified students as well as foster and serve those students who are highly capable. Partner with other WCPSS departments to provide professional learning with a focus on equitable access and opportunity and academic rigor.

Sources of Evidence:

- Job descriptions of the Advanced Learning Services Director, Senior Administrator, Coordinating Teachers, AIG Psychologist, Data Manager and AIG teachers.
- AIG Teacher Schedules, School Plans, Differentiated Course Plans, etc.
- Licensure status of the Director, Senior Administrator, Coordinating Teachers and Psychologist (maintained by HR)
- AIG Teachers' schedules
- Evaluations by school administrators reported in NCEES
- AIG teacher job descriptions
- Licensure status of the AIG Teachers (maintained by HR)
- List of advanced courses of study
- Governor's school website and materials
- AIG Website
- List of enrichment opportunities
- AIG professional learning agenda
- Professional Growth Plans

- Evaluations from NCEES
- ESchools/Wakelearn transcripts
- Online Course Registrations (ex: Wakelearn)
- Professional Learning Session agendas/materials
- Student Lists ECATS
- District list of licensed AIG teachers
- School schedules of cluster grouped classes
- Documented PL participation in eSchools
- Differentiation Course Plan
- Differentiated Education Plan
- Professional learning schedules
- AIG Teacher Meeting Agendas
- Extension and Enrichment units
- Lesson plans denoting specific differentiation opportunities
- Student portfolios
- Professional Development identified in School Improvement Plans
- AIG meeting agendas
- Student work samples
- District Level school visit

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.

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:

The Advanced Learning Services department values and provides clear and concise communication between the school district, schools, families and community partnerships regarding information about the AIG program and other related services to ensure the academic and social emotional needs of AIG students are met.

The Advanced Learning Services team provides two-way communication between the district, schools, families and community regarding AIG students' needs at different stages of their K-12 educational career, how the district builds the capacity of the school to meet student needs and shares news and accomplishments. The AIG program will provide clear and concise information (translated for diverse population), in the following ways:

District to Parents/Guardians:

- AIG Program information on Wake website
- Social media, such as the Twitter account for the Intervention and Advanced Learning Services (IALS) department
- AIG Parent/Guardian Guide
- Creation of powerpoint shells for Parent/Guardian Information and 3rd Grade Explorer meetings at the school level
- Parent/Guardian Brochures will be sent to each school to provide information about AIG programming and services to all families
- Partnerships with community
- The ALS team will host at least one central services parent/guardian/family engagement event per year

School to Parents/Guardians:

- Parent/Guardian Information Meetings
- 3rd Grade Explorers Meetings
- AIG Program information on school websites
- Individual parents/guardians conferences and documents
- AIG teachers will provide, at minimum, quarterly updates/communications to all families regarding AIG programming and service delivery. These updates/communications may contain, but are not limited to, information about the universal screening process, identification procedures, service delivery options, and resources for families supporting gifted learners
- In addition to quarterly updates/communications, AIG teachers will host at least one event per school year to increase family engagement in the school's AIG programming

Parents/Guardians to District/School:

- Parent/Guardian Informational meetings
- Individual parents/guardians conferences and documents
- AIG Parent/Guardian Guide
- Communications such as but limited to phone calls, emails, and school-used applications (such as Talking Points).

Practice B

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

District Response:

Community agencies and business partnerships offer critical support for gifted education and opportunities for gifted learners. Collaboration with colleges and universities provide opportunities for authentic, accelerated learning experiences for gifted students.

Advanced Learning Services is constantly working within the Wake County community to develop and enhance learning opportunities and support for the gifted students in WCPSS.

Local Businesses:

The ALS department maintains contacts with several local businesses and educational venues to provide field trips, partnerships, and other opportunities for identified gifted students. This list will continue to grow as the ALS team seeks input and feedback from various stakeholders on how to advance the gifted programming of WCPSS.

Local Colleges and Universities:

The ALS department is partnering with Duke University to provide WCPSS AIG teachers with professional development opportunities as well as credentialing courses.

Another partnership is through Wake Tech Community College and the College and Career Preparation program. AIG identified 9th and 10th graders are eligible to apply to the CCP program in hopes of earning college credits while still enrolled in high school.

Disseminate list and descriptions of existing partnerships/activities for families/students; targeting increased opportunities for families from underrepresented populations.

- PAGE Super Saturdays at Meredith College
- Governor's School

Advanced Learning Services provides community outreach efforts in the following ways:

- Meets with community members representing underserved/underrepresented populations for a variety of events and community meetings.
- Works to build partnerships with local colleges, universities, and businesses to provide professionals as mentors and resources for AIG students as needed.

Practice C

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

District Response:

Stakeholder involvement is critical in the development of the AIG Program and the success of the AIG Plan implementation.

The AIG Equity Collaborative Team represents the diverse demographics of the community in which we serve. The committee participates in using data to problem solve implementation barriers and creates revisions when necessary related to AIG programming. The Director of Intervention and Advanced Learning Services (IALS) maintains the AIG Equity Collaborative Team by selecting additional team members to participate in district meetings. The goal of this achievement for all students.

During the monthly AEC meetings, the team utilizes their collective expertise and experiences to review and critique the AIG Plan. As part of this critique, small groups are formed to review and ensure that individual standards are being met with fidelity. Additionally, the team examines, through the use of available program data and the logic model, any shortcomings in the drive for equitable and comprehensive identification and service delivery.

The AEC is composed of school teachers and administrators, coordinating teachers, school psychologists, senior administrators, directors, senior directors, and other staff members from various departments in the central office. Members of the AEC are representative of the following groups/departments:

- Advanced Learning Services
- School-based AIG teachers
- Professional Learning
- Data, Research, and Accountability
- Equity Affairs
- Multilingual Learners
- Special Education
- Counseling and Student Services
- Title I
- Magnet Programs
- Elementary School Programming
- Middle School Programming
- High School Programming

Practice D

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

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

District Response:

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

Enrichment opportunities should be publicized to parents/guardians, students and the community to ensure all stakeholders have equitable access. Information should be available in English and Spanish, as well as additional languages based on the district's population. Advanced Learning Services will collaborate with the Office of Translation and Interpretation Services to ensure parents/guardians have all AIG communication in their native languages.

Advanced Learning Services strives to ensure equitable access of all AIG program information and encourages families to take advantage of programs/activities that provide challenging enrichment and exploration opportunities for AIG students. The Office of Translation and Interpretation Services supports translating pertinent AIG documents and coordinators interpreters, as needed, to support parent/guardian communication. AIG Program Family Brochures will be distributed to parents/guardians of limited English proficient students via Wake County's Center for International Enrollment. Schools will request additional AIG program documents to be translated in native languages when needed by accessing the district's Translation Request Form. Advanced Learning Services will coordinate with the Office of Translation and Interpretation Services to set up interpreters for district AIG parent/guardian information sessions. For schools, the AIG teacher will access the district's Interpreter Request Form to arrange interpreters for school AIG parent/guardian information sessions. This will ensure all parents/guardians have equitable access to program specifics and the tools needed to advocate for their child/children as needed.

Ideas for Strengthening the Standard:

- Creating effective two-way communication between the Advanced Learning Services department, schools, families and community about the needs of AIG students at different stages of their educational career. Effectively sharing news and accomplishments of the AIG program through a variety of methods (i.e. Wake website, Twitter, Learning Central). Ensuring that relationships are fostered for more open communication among all stakeholders.
- Collaborate with the Communications department to ensure pertinent information is accessible to all stakeholders via the Wake County Public Schools website as well as each school's website. Collaborate with the Office of Translation and Interpretation Services to provide translated materials and interpreters at AIG parent/guardian meetings and other AIG functions as needed.
- The AIG Equity Collaborative will continue to meet monthly to support, evaluate the implementation and the effectiveness of the plan using a developed logic model.
- Evaluate the effectiveness of current and/or past partnerships.
- Create and maintain opportunities for gifted students to experience academic programs through college/university partnerships.
- Build upon relationships with local colleges/universities, businesses and industries that create real world learning experiences for gifted students.

- Provide & collect survey data from partnerships to determine the effectiveness of the partnership as well as areas for improvement in order to increase opportunities and experiences for gifted students.

Sources of Evidence:

- Meeting agendas
- School Based Committee of Gifted Education team meeting agendas
- AIG websites
- AIG Parent/Guardian Brochure
- AIG Program Website (District and School)
- AIG Program Brochure
- AIG Parent/Guardian Guide
- Agendas and attendance records from information sessions
- Middle and high school course guides
- AIG district and school websites
- Brochures/Flyers
- Translation Request Form
- Interpreter Request Form
- "Year at a Glance" document with communication services
- Flyers for events and opportunities for gifted students
- Agenda and minutes from meetings with community partnerships

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. 115C-150.5-.8 {Article 9B}), which has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response:

Stakeholders have opportunities to help develop the AIG plan and any local BOE policies associated with the AIG program. Feedback is used for revisions intended to improve the program.

The AIG Equity Collaborative Team (AEC) meets and has suggested revisions for policies related to the AIG program as well as the plan itself. All suggestions from various departments and stakeholders are taken into consideration upon creation.

The work of the AEC is documented through agenda/meeting notes and Powerpoint presentations.

The AIG Program Plan is submitted to the WCPSS Student Achievement Team, the Superintendent Leadership Team, Board Work Session as well as WCPSS Board of Education for review and approval.

Practice B

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

District Response:

The Wake County Public School System is the largest school district in North Carolina and the fifteenth largest in the country. The AIG program must be closely monitored to ensure that services are delivered equitably and effectively in every school. Monitoring the program closely will also maintain awareness so that students, regardless of race, gender, socioeconomic status have opportunities to benefit from the AIG program.

The WCPSS AIG Plan is written in compliance with state legislation (Article 9B) and NC AIG Program Standards and approved by WCPSS BOE. It is critical to the success of the program that all components are in place and that stakeholders ensure the fidelity of the program. This ensures compliance within local BOE approved plan, state program standards, and state legislation.

School administrators must ensure that the AIG teacher role is utilized in accordance with local AIG plan, and supports the process and procedures as detailed in the plan to support growth of all students. Administrators are the direct supervisors and evaluators of AIG teachers. AIG teachers are charged with implementing the AIG plan as approved by the local BOE while being a productive member of a specific school faculty who is focused on supporting the growth of all students.

A comprehensive plan in compliance with state legislation and policy will be updated and approved by the WCPSS Board of Education. This plan will guide our work through the 2022-2025 three-year cycle and will lay the groundwork for more substantial program revision and implementation during the next plan period.

The ALS team developed the AIG Equity Committee (AEC) to monitor the fidelity of implementation for all AIG program components. At each AEC meeting, the committee reviews the AIG Plan and available data to ensure appropriate implementation and fidelity of the current plan. Additionally, the ALS team works with Data, Research, and Accountability (DRA) to implement the logic model which includes immediate, short-term, and long-term goals related to each standard of the AIG Plan. This logic model is reviewed by the AEC and district-level leadership teams to monitor the fidelity of implementation and success of the AIG Plan.

The ALS team also created an AIG workbook to assist AIG Teachers and monitor the fidelity of the implementation of the AIG program components. The ALS team works closely with AIG teachers to ensure the implementation of the AIG Plan at their local school. This information is also used by DRA and the AEC to inform progress within the logic model.

Practice C

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

District Response:

Funding for AIG from the state is calculated at four percent of average daily membership (ADM), whereas WCPSS identifies approximately seventeen percent of the total student population. Funds are limited and directed towards services for Academically or Intellectually Gifted Program through the payment of AIG teacher salaries and related benefits. Local monies are allocated to support remaining staffing costs and provide supplies, materials, and assessments for program needs.

An annual budget plan is developed and monitored to ensure that expenditures are used only for Academically or Intellectually Gifted Program services. A daily running budget workbook is updated with each expenditure and encumbrance. Annual business cases are developed and presented to the Board of Education for consideration of additional local funding to support expansions of AIG Program services in subsequent school years. The ALS team is constantly researching available funding through grants and other sources to enhance gifted programming in the district.

The ALS Data Manager, the Secretary for Academic Programming and Support Program, and the Director of Intervention and Advanced Learning Services will develop and monitor a budget using allotted state funds, and local funds if applicable to address the needs of the local AIG plan in accordance with state policy.

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:

Student achievement data is one measure of the AIG Program's effectiveness. We extract and monitor student achievement and growth data as well as annual dropout data on AIG students for continual improvement.

Data is available regarding identified gifted students across the district. The ALS staff examines this disaggregated data weekly to inform school-specific support plans. The trends and patterns within this data are reviewed by the AEC and other district-level leadership teams to address and shift mindsets, policies, and practices to achieve equity and excellence in gifted programming.

Local school AIG Staff utilizes this disaggregated data in discussions regarding identified gifted and highly capable students' growth with the School Based Committee for Gifted Education (SBCGE) using data based problem solving. SBCGE meetings are conducted monthly. School staff will continue to use formative and summative assessment data to monitor AIG student growth. AIG program staff will continue to collaborate by using data to begin to break down barriers in gifted programs for underrepresented populations.

Annually, the SBCGE team uses summative data from EVAAS to determine the effectiveness of school-wide programming and the impact instruction, curriculum, and environment are having on student growth for identified gifted and high potential students. On an ongoing basis, grade level or subject area PLTs examine formative data to determine where identified gifted and high potential students are not demonstrating growth and develop plans to address those standards.

The high school AIG coordinators work with local schools to examine the Early Warning System (EWS) in ECATS to recognize trends and patterns to help prevent gifted students from dropping out. After reviewing this data, the high school AIG coordinators collaborate with high school counselors to help develop support plans to meet the needs of these students.

Practice E

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

District Response:

The Wake County AIG Program believes that gifted behaviors can be nurtured and the number of children from under-represented populations identified as gifted can be increased.

Information regarding referral, identification, services, and retention is stored in the SAGE database. This information is maintained by Student Information System (SIS) and can be used to disaggregate data in order to examine whether demographic factors serve as a barrier to access to gifted programming. The Advanced Learning Services team will partner with departments such as Data, Research, and Accountability and SIS to access and analyze this data.

Local norming is a collaborative effort between the ALS department and the Office of Student Assignment as well as Data, Research, and Accountability. The WCPSS local norming process seeks to identify high performing students in the context of their local neighborhood. This process has been established to help ensure various demographic factors do not limit a student from participating in gifted programs.

An important role of the AEC is to examine current policies and practices based on available student data. The AEC is a collaborative effort between WCPSS departments that utilizes the expertise of multiple stakeholders to support students from historically underrepresented populations, such as EL, twice-exceptional, and economically disadvantaged students. Policies and practices surrounding referrals, identification, and screening are discussed at the AEC meetings to ensure that equitable and just practices are implemented throughout the district.

The AIG Program collects and reviews data from a variety of sources. WCPSS strives to expand participation by under-represented groups through the use of K-2 Science Nurturing Program and Talent Development. This will expose students from underrepresented populations to advanced thinking skills. WCPSS will also host an annual program for rising 3rd graders (W.A.K.E We Accelerate Kids Every Day) that will help develop critical thinking through the use of complex text. W.A.K.E Camp will be offered to schools containing the lowest overall percentage of identified students in the gifted program. Students are selected using benchmarking data and teacher/principal selection.

Practice F

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

District Response:

Teachers are required to hold full or a provisional license in Academically or Intellectually Gifted Education in order to serve as a school's AIG teacher.

WCPSS will recruit and retain appropriately licensed staff to fill positions who:

- Demonstrate knowledge in characteristics of gifted learners.

- Demonstrate knowledge of a variety of gifted services.
- Demonstrate the ability to differentiate and personalize education within the classroom.
- Identify gifted behaviors and create appropriate lessons to address their needs.
- Build capacity of core teachers to develop and deliver quality differentiated instruction.

If program staff do not adequately fulfill roles and responsibilities of the program, Advanced Learning Services will work in collaboration with school administration to provide support/assistants.

The Human Resources Department provides updated licensure records for AIG Certified teachers upon request. School administration and AIG Central Service staff will communicate on a regular basis to determine AIG staffing needs, concerns, and/or celebrations.

Practice G

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

District Response:

The Advanced Learning Services department has an established AEC. The AIG Equity Collaborative team (AEC) will meet regularly to evaluate program effectiveness, equity in program delivery across the district, and/or advocate for gifted students and recommend changes. This team includes principals, Central Service Administrators, AIG and classroom teachers, and Advanced Learning Services team members who meet regularly to review all aspects of the AIG Program and make recommendations for improvement. In addition, AEC will solicit student and parent/guardian feedback on the effectiveness of the program and to provide suggestions for improvement.

The Advanced Learning Services team partners with Data, Research, and Accountability to brainstorm strategies to solicit ongoing feedback from various stakeholders, including school administrators, classroom teachers, AIG teachers, students, and families. Some of these strategies include formal conversations with individual stakeholders, surveys, and focus groups. The data that is gathered is synthesized and reported to the AEC and other district-level leadership teams in an effort to ensure fidelity in program implementation.

Practice H

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

District Response:

Stakeholder perception and feedback as to the effectiveness of the AIG program is vital to continuous improvement. Additional feedback from stakeholders will increase the fidelity of the AIG Program.

As WCPSS ensures all programs and services are effective in meeting the needs of gifted learners, evaluations of programming and service delivery will take place through a variety of venues. It is an opportune time for the gifted program to reflect on its policies and practices and make informed, data-driven changes over the next three years.

The ALS team developed the AIG Equity Committee (AEC) to monitor the fidelity of implementation for all AIG program components. At each AEC meeting, the committee reviews the AIG Plan and available data to ensure appropriate implementation and fidelity of the current plan. Additionally, the ALS team works with Data, Research, and Accountability (DRA) to implement the logic model which includes immediate, short-term, and long-term goals related to each standard of the AIG Plan. This logic model is reviewed by the AEC and district-level leadership teams to monitor the fidelity of implementation and success of the AIG Plan. Once the logic model has been reviewed, needed changes to the short or long term goals are added and the appropriate data is then collected to support overall program needs.

Practice I

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

District Response:

Data must drive decision making for continuous improvement. Feedback from stakeholders is used to measure effectiveness and set goals for improving the program.

The AIG Equity Collaborative Team will meet monthly to review data and program implementation using the team's developed logic plan. Based on the findings, annually, suggestions for revisions will be submitted to the WCPSS Superintendent Leadership Team, Student Achievement Committee, Stakeholders and WCPSS Board of Education to add the suggested revisions. Amendment will only be suggested if it supports quality of program, access and/or opportunity.

ALS partners with Data, Research, and Accountability to use the data collected from the logic model to create and share a comprehensive evaluation of the AIG plan. This evaluation is shared with stakeholders. The information from the evaluation is shared and discussed at the monthly AEC meetings in an effort to enhance current AIG programming.

Practice J

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

District Response:

The Wake County Public School System and the Advanced Learning Services department believe that the parents/guardians of students must be informed participants of their student's educational programming. This extends to the identification and service delivery process for gifted students and those in Talent Development. To ensure that students and families are afforded appropriate safeguards, policies and practices are enacted to maintain informed consent of each stage of the gifted education plan.

If a student is nominated and referred for initial gifted identification, parents/guardians must sign a Consent for Referral (Form 1017) which gives the local school permission to collect relevant data for identification purposes. This consent allows the school to administer standardized assessments relevant to the referral process as well as conduct observations of the student, analyze existing educational data, and collect gifted rating scales to complete the referral. The Consent for Referral (Form 1017) is available in both English and Spanish. AIG teachers will contact parents prior to the consent form going home to discuss details of the referral process.

If a student is found eligible for services (gifted identified or Talent Development), parents/guardians must sign the Consent for Services and Talent Delivery (Form 1021) in order for the student to receive services. Parents/guardians maintain the right to deny service delivery.

Students transferring locally or interstate will continue to receive gifted services aligned to WCPSS in the area identified as gifted based on the previous school's determination. Reciprocity is accessed when a gifted/AIG student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for Military Children, transfers to WCPSS. Students must have documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or mathematics. The district reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.

The AIG Equity Collaborative team will ensure all practices are aligned to Board Policies 3422A, Acceleration and Academic Achievement, and 3423, Assurance of Appropriate Services for Academically or Intellectually Gifted Students, provide guidelines for meeting the needs of gifted learners. The AIG plan approved by the WCPSS BOE is guided by the NC AIG Program Standards and Article 9b from the State Legislators.

The AIG Equity Collaborative Team will meet monthly to ensure that the rights of all AIG students are being safeguarded by working with AEC team members to ensure plan implementation.

Annually, parents/guardians and other stakeholders will be informed of their legal rights regarding AIG decisions.

WCPSS Board Policy 3423 indicates:

The AIG program assures that all students identified as Academically Gifted will be provided appropriate differentiated services according to the local plan adopted by the Wake County Board of Education. The local plan shall be reviewed and revised, as needed, at least every three years.

Legal Reference: G.S. 115C art. 9B; G.S. 115C-150.5, -150.6, -150.7, -150.8; State Board of Education Policies HSP-J-001, ACIG-0000. Procedures to Resolve Disagreements Regarding AIG Decisions Parents/Guardians have the right to disagree with the recommendations made at any of the following stages: Nomination, Referral, and/or Identification. The following procedures shall be used for resolution of such disagreements.

1. The parent/guardian may make a written request for a conference with the School-Based Committee for Gifted Education (SBCGE) to discuss concerns about the recommendation for identification or services. The SBCGE shall make reasonable efforts to meet and consider the appeal within twenty school days after receipt of the request. At a School-Based Committee for Gifted Education meeting:

- a. Parents/Guardians may provide additional documentation for consideration by the SBCGE.
- b. The SBCGE will share documentation used to support the committee decision and review additional documentation.

2. If the disagreement is not resolved at the SBCGE conference, then the parent/guardian may, within thirty school days of the SBCGE conference, make a written request for a conference with the principal. The principal will:

- a. Review the recommendation with the SBCGE chairperson.
- b. Grant the conference within ten school days of receipt of the request.
- c. State their position in writing within ten school days after the conference.

3. If the grievance is not resolved through the conference with the principal, the parent/guardian may appeal in writing to the ALS Program Director. The ALS Program Director will:

- a. Review all documentation concerning the unresolved issue.
- b. Review the grievance within ten school days of receipt of the request.
- c. Respond in writing within ten school days following the review.

4. If the grievance is not resolved through appeal to the Advanced Learning Services Director, the parent/guardian may appeal in writing to the Assistant Superintendent of Academics (Designee). The Assistant Superintendent of Academics (Designee) will:

- a. Review all documentation concerning the unresolved issue.
- b. Review the grievance within ten school days of the appeal.
- c. Respond in writing within ten school days following the review.

5. If the grievance is not resolved through review by the Assistant Superintendent of Academics (Designee), then the parent/guardian may appeal in writing to the Area Superintendent. The Area Superintendent will:

- a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of the appeal.
 - c. Inform the Deputy Superintendent for School Performance of the grievance.
 - d. Respond in writing within ten school days following the review.
6. If the grievance is not resolved through review by the Area Superintendent, the parent/guardian may appeal in writing to the Superintendent. The Superintendent will:
- a. Review all documentation concerning the unresolved issue.
 - b. Review the grievance within ten school days of the appeal.
 - c. Respond in writing within ten school days following the review.
7. If the grievance is not resolved through the review of the Superintendent, then the parent/guardian may appeal in writing to the Wake County Public School System Board of Education within ten school days following the written response from the Superintendent. The Board of Education will:
- a. Review all documentation concerning the unresolved issue within ten school days.
 - b. Offer a final written decision within twenty school days after review unless the panel determines that additional time is needed for further review.
8. In the event that the grievance procedure fails to resolve the disagreement, the parent/guardian may seek pursuant to G.S.115C-150.8. The review shall be limited to:
- a. The school administrative unit improperly failed to identify the student as an academically/intellectually gifted student, or
 - b. The plan has been implemented inappropriately with regard to the student.
- Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Ideas for Strengthening the Standard:

- Effectively monitor AIG teachers' roles and responsibilities, student identification procedures, service delivery options, community outreach opportunities, and other critically important components of the Wake County AIG Program.
- Provide fidelity checks on the progress of AIG Program implementation as outlined within the WCPSS BOE approved AIG plan as requested.
- Create an Administrator's Toolkit and an AIG Teacher's Toolkit to help monitor and ensure that services are delivered equitably and effectively in every school.
- The goal is to develop a plan that strengthens the academic experience for students by collaborating with a variety of departments through the lens of continued improvement.

- The AIG Equity Collaborative Team will work to ensure fidelity of implementation.
- To increase communication with stakeholders regarding all aspects of the program including evaluation efforts.
- Review and amend the AIG Plan annually based on need.
- To continually evaluate and refine AIG Equity Collaborative team membership to most accurately reflect the diversity of the WCPSS community.
- Disaggregate and monitor data on our underrepresented population over time. The AIG program will nurture gifted behaviors and aim to increase the number of children from under-represented populations identified as gifted.
- WCPSS AIG Program will maintain AIG data in a more accessible and manageable platform. AIG Program Staff will use growth and dropout data to support students' individual growth. Data will be shared with AIG teachers and classroom teachers to inform instruction.
- Develop and administer stakeholder surveys. WCPSS AIG Program will use this data to inform a review in anticipation of significant program changes in the next plan cycle.
- To research and deploy a multi-year plan for the implementation of a performance-based budgeting process that links resources to planning and student achievement that reflects the educational priorities of the district.

Sources of Evidence:

- AIG Plan
- Meeting agendas
- AIG Budget and Spending Plans
- ORACLE
- Business Cases
- Student Achievement Data
- AIG Identified Student Dropout data
- EVAAS AIG Disproportionality Data
- District and Regional meeting agendas
- Headcounts of AIG identified students by subgroups
- AIG Identification Pathways (demographic breakdown)
- Cogat 3rd Grade
- Benchmarking
- List of AIG certified teachers
- Job descriptions for AIG Staff
- Meeting agendas/Minutes
- Powerpoint Presentation
- Survey/Evaluation tools
- AEC member list
- Create an AIG Plan Implementation Timeline
- AEC Minutes/Agenda
- WCPSS BOE presentation material
- Presentations

- Brochures and Pamphlets
- Website Links
- Meeting Presentations
- Surveys
- AEC minutes
- AIG Identification Procedures
- Parent/Guardian Guide
- Consent for Evaluation Form
- Consent for Services form
- Differentiated Course Plan
- Differentiated Education Plan
- Workbook Documents Signed by Principal