

Overview: Mission/Vision Statement and Funding

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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Cleveland County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

* Mission and/or Vision Statement(s)

Mission: To cultivate excellence by providing student-centered exceptional educational experiences while challenging all students to perform at their highest potential.

Vision: To cultivate excellence and student success through exceptional educational experiences.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 786,083.00	* \$ 40,000.00	* \$ 4,000.00	* \$ 0.00

Standard 1: Student Identification

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Teachers, parents/guardians, other adults, or students may nominate any student for AIG services. Placement is based on criteria that includes both quantitative and qualitative data. The NNAT test which is a culturally fair, unbiased test will be given to all students in second grade. Other state approved assessments are available annually for review for students in K-12.

*** Practice B**

Establishes a process and criteria for AIG 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.

Data for placement include multiple, research-based screening instruments which are both qualitative (observed behaviors checklist, anecdotal records, student portfolios/work samples/projects) and quantitative. Quantitative tests include both achievement (BOG/EOG/EOC, DIBELS, STAR, CBMs) and ability (NNAT, CogAT). In grades 3 -12, placement is based upon meeting three criteria - one qualitative and two quantitative. Quantitative scores must demonstrate performance at or

above the 90th percentile, or be at or above an aptitude score of 121, or show the student is performing at least two grade levels above current grade placement. (Note: For IG consideration- the student must meet all the criteria above, but also have an aptitude score of 145 or above.

Cleveland County Schools administers the Naglieri Nonverbal Aptitude Test to all 2nd graders in the spring.

In grades 2 and below, the criteria for placement in the enrichment program includes state and local assessments and is based on students performing in the top 10% of their grade level on these assessments.

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*** Practice C**

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

The K-2 program in Cleveland County provides skills, lessons, and activities to increase higher level thinking and problem solving. The criteria used with K-2 students include data from state and local assessments and reveals students from traditionally underrepresented populations. Personnel at all schools are trained in behaviors that can mask giftedness in all populations. Students from underrepresented populations are encouraged to take advanced courses in middle and high schools. Cleveland County Schools partners with outside agencies to ensure that advanced classes are available to all students.

*** Practice D**

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

All schools in Cleveland County have Needs Determination Teams. The NDT at each school may include, but is not limited to an administrator, a guidance counselor, the AIG specialist/contact, and a classroom teacher. The NDT ensures

that monitoring, referral and identification procedures at each school are implemented with fidelity. The AIG specialist/contact conducts annual training of the NDT at his/her school.

*** Practice E**

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

The AIG program in Cleveland County publishes identification procedures using both written and electronic means. They are outlined on both the district AIG website as well as individual AIG teacher websites. The district coordinator ensures that all AIG teachers receive annual training in the identification procedures. The plan and procedures are discussed and approved at local board meetings

*** Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

The AIG program maintains individual documentation for each identified AIG student that is reviewed annually with parents/guardians. This documentation includes all assessments and evaluations considered in placement decisions signed by NOT members, signed permission to test forms (if additional testing is needed), and signed DEPs or IDEPs. These include student's placement area, service options, and options for differentiated instruction. IDEPs are developed for unique AIG students who need services not listed on the DEP. Middle and high school DEPs document accelerated coursework, honors courses, AP courses, dual/concurrent enrollment, Cleveland Early College High School, various enrichment activities, and/or early graduation options.

*** Ideas for Strengthening the Standard**

The universal screening could be more indicative of all areas of strengths in students as opposed to identifying only nonverbal gifted students. This could be accomplished by using the Cognitive Abilities Test or a similar test with verbal and mathematical subsections in addition to a nonverbal section. Most students are identified in elementary school, so

continued staff development on AIG identification at middle and high schools will be beneficial to both the school personnel and the students.

Planned Sources of Evidence

- * CogAT (Cognitive Abilities Test)
- * Beginning of Grade/End of Grade/End of Course Tests DIBELS assessments STAR Reading/Math assessment Curriculum Based Measures
- * Authentic work samples Observed Behaviors Checklist Other nationally normed tests used with transfer students Achievement/apititude testing done by outside agencies

Documents

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**



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

The LEA provides AIG programming and services across all settings for K-12 students. AIG specialists develop and implement lessons that are aligned to a student's AIG identification and that address the social-emotional, and intellectual needs of gifted students. AIG specialists collaborate with other LEA AIG specialists to provide continuous support and resources at the elementary, intermediate, and middle school levels. In middle schools students are placed in accelerated classes in Language Arts and Math aligned to their advanced learning needs. The high schools have an AIG administrator who assists in providing resources and support to help differentiate the curriculum for gifted learners. High School students are offered accelerated course work, honors courses, advanced placement courses, dual/concurrent enrollment, Cleveland Early College High School, various enrichment activities and/or early graduation options.

Cleveland County students are provided an array of service delivery options.

The AIG specialist at each school provides enrichment for students in K-2. The enrichment program is a flexible grouping of students based on mCLASS data, STAR Reading and Math scores, and other assessment data. The enrichment program provides students with critical thinking and problem-solving activities.

AIG students receive services according to the identification area/areas (reading, math, both, or intellectually gifted). Identified AIG students in grades K-12 receive research-based specialized units of study emphasizing 21st century skills and learner needs. Some of the programs used are: The Jacob's Ladder Reading Comprehension Program, Hands on Equations, Primary Education Thinking Skills, and Mentoring Mathematical Minds. Teacher-created and other resources are available to AIG specialists on the shared Google docs. Gifted students are also offered other opportunities including but not limited to: Math Team competition, Mystery Day (deductive-reasoning), Robotics, Science for a Day, and Cleveland County Book Challenge. High school students have opportunities for advanced or accelerated courses, including Advanced Placement classes, online courses and dual-enrollment with the local community college, Early College High School, Governor's School, and opportunities in subjects/courses other than the recognized placement areas of reading and math. The annual review of the DEP/IDEP provides an evaluation of service options and student needs.

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*** 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.

Schools provide opportunities for school personnel, parents/guardians, and others to collaborate concerning the social-emotional needs of gifted students and students that display gifted characteristics.

AIG specialist will participate in school-based PLC activities with regular education classroom teachers and counselors to share tools and increase the social and

emotional resources and options for gifted students.

The NOT (Need Determination Team) will work together along with specialists to meet the social and emotional needs of gifted students.

AIG specialists will be available to conference with teachers and parents on a regular basis.

School counselors and AIG specialists will provide information at a faculty meeting during the first quarter of school to help staff understand the unique social and emotional needs of gifted learners. In the elementary and intermediate settings school counselors will provide guidance lessons in classrooms or small groups addressing typical social and emotional needs of gifted learners. Examples of student lesson topics include perfectionism, organizational strategies, sensitivity, anxiety, social acceptance, etc. Middle and high school settings will arrange sessions/lessons through guidance, ninth grade academies, and outside agencies such as the College Board to address the social-emotional needs of gifted middle school learners.

*** Practice C**

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

The AIG program will provide services that are aligned with the district's priorities program and services with the and resources through policy and practice to provide all students an instructional district's priorities and resources program that includes rigorous curriculum, enhanced with technology, opportunities for involvement in the arts, and complex problem solving.

The strategic plan for Cleveland County Schools states that we will cultivate excellence by providing student-centered exceptional educational experiences while challenging all students to perform at their highest potential. Our LEA adopted several core values. Our AIG program specifically addresses the following: "We will challenge students to reach their full potential, we will make student learning and development our primary focus, and we will support a community of learners."

*** Practice D**

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

Cleveland County Schools develops procedures for flexible grouping in order to reach and support the growth of all AIG students. In the elementary and intermediate levels flexible grouping consist of but not limited to: intervention groups, guided reading groups, Accelerated Reading, IXL, iReady, and flexible enrichment groups. STAR Reading and Math along with mCLASS data and math summative data help drive the flexibility of the groups in enrichment. Data obtained from standardized testing as well as other research-based assessments are used to determine the grouping of students in elementary and intermediate school.

Middle and high school students have opportunities for advanced or accelerated courses, including on line courses. High schools also offer dual-enrollment with the local community college, Early College High School, Governor's School and opportunities in subjects/courses other than the standard placement areas of reading and math.

Assessments are used to determine the grouping of students for the purpose of enrichment activities to include: Robotics, Math Team, and other academic competitions.

*** 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.

Communicating with all stakeholders is a necessary component in providing students with a quality 21st century education and being globally competitive. Deliberate communication provides opportunities to present and discuss components of the AIG plan, AIG related topics and guidelines.

AIG specialists will present to their staff within the first quarter of school about the delivery of differentiated services provided to AIG students and give an overview of the program. The AIG plan can be accessed from the Cleveland

County Schools web page.

Stakeholders are part of an ongoing, continuous evaluation of the AIG program effectiveness. The AIG plan, program and AIG-related topics will be communicated at designated meetings such as grade level meetings, site staff meetings, and meetings of the AIG specialists. Elementary, intermediate, middle and high schools will form an NDT team (Needs Determination Team) with selected members from the school. The NDT will meet when needed to discuss placement of students and students in the AIG program and their needs.

*** Practice F**

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

Cleveland County Schools believes that communication is vital for student success and the success of our LEA. The AIG program provides information to teachers and schools regarding AIG students and areas identified for AIG services through annual meetings with the DEP/IDEPS.

Communication is needed at key transition points for students. Cleveland County Schools is restructuring our school configurations to provide more consistency in the county and to better meet the needs of students, including gifted students. AIG specialists at the elementary, intermediate, and middle schools will meet during the last quarter of school for those students who will be transitioning to the intermediate or middle schools to discuss and review the DEP/IDEPS and discuss needs and concerns of the AIG students. There is also communication between AIG specialists if a student transfers to another county school during the year. Freshman Academy is established to assist with the transition of middle school students into high school and build relationships with faculty.

*** 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.

Cleveland County Schools develops countywide, systematic, research-based policies and procedures for acceleration, including instructional and placement options for gifted students. Communication takes place with appropriate school personnel when there is a need. At present, school personnel utilize formal and informal information, observations, checklists, and exemplars of above-grade-level work, test scores, and teacher recommendations.

Cleveland County Schools' policy defines the criteria for early admission to kindergarten. Students meeting the criteria may be considered for early entry to kindergarten.

*** 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.

Efforts such as the Close the Gap initiatives validate the desire for all students to be successful and to reach their maximum potential. The Cleveland County AIG Program continually seeks to implement services for under-represented populations by informing school personnel of AIG characteristics, sharing data, participating in the Close the Gap initiatives, researching various programs and intentional efforts, including publications, and participating in conferences and workshops that include talent development, at all grade information on reaching under represented populations.

AIG is proactive in providing services for under-represented populations through early elementary enrichment groups. Students from under-represented populations in grades K-2 may receive services from AIG that foster creative and critical thinking skills. AIG specialists help teachers understand how to look for indicators of gifted characteristics that may be masked by cultural differences, English is language usage, low self-esteem, limited experiences beyond home, etc. Elementary AIG specialists use a variety of research-based sources. Primary Education Thinking Skills is used to nurture critical and creative thinking skills and reveal the potential of under-represented students in enrichment groups.

Traditionally, CCS provides screening procedures for AIG services that are equitable and accessible for all students. Students, teachers, and parents may nominate at all grade levels. Cleveland County administers aptitude testing to all second-grade students called the Naglieri Non-Verbal Ability Test (NNAT). (Note: Traditionally the NNAT has been given at the beginning of third grade; therefore, it will additionally be given to third graders in the fall of 2022. The test will then be given to second graders each Spring starting in 2023.) Departments within the system, such as the Exceptional Children's Program, provide insight into considering under-represented populations for AIG services. Information is shared on current and forthcoming efforts preparing for AIG and MTSS to work together to benefit AIG students, including the twice-exceptional AIG student.

Secondary schools work to recruit under-represented populations through many efforts including end of year test scores. One avenue of recruitment is through Freshman Academies that support students and challenge them to select advanced course opportunities. Freshman Academy administrators, guidance counselors, and teachers encourage all students to reach their fullest potential. The Career and College Promise in conjunction with Cleveland Community College shows a steady increase in participation in the county.

AIG specialists work to meet the needs of the highly gifted through collaboration with other teachers, projects, academic competitions such as Robotics, Math Day, Science for a Day, Mystery Day, Cleveland County Book Challenge, and by encouraging students to take advantage of academic opportunities, such as the Duke Pre-College Program.

*** Practice I**

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

Students have opportunities to select from a variety of programs and events. Some of the programs and events may include the following at different grade configurations. Elementary and middle school students may participate in Robotics school competitions and Cleveland County Book Challenge (elementary)/Battle of the Books (middle). Elementary students may also

participate in a county Math Day, Mystery Day, Science for a Day, and curriculum-related field trips, such as a trip to The White Water Center for 5th grade AIG

students. Fourth-grade AIG students may take a trip to the Biltmore House. Other opportunities include the Duke Pre-College, NC Honors Chorus, school productions, talents shows, art competitions, special programming provided to students through the Cleveland County Arts Council, and an array of other opportunities available to students through schools and the AIG program. Middle school students have many of the same opportunities as elementary students. Many middle schools host science fairs, participate in competitions such as Battle of the Books and Science Olympiad. Middle schools also have clubs, service project clubs, sports, and competitions related to the arts.

High School students select from a variety of opportunities to enhance their development; some of the choices are similar to middle and elementary selections, such as music, drama, art, sports, special programs, clubs, poetry, and writing competitions.

The AIG program will continue to encourage programs and events that are integral in developing the needs, talents and interests of gifted students.

*** Ideas for Strengthening the Standard**

Continue to strengthen communication within the total school community

Planned Sources of Evidence

- * AIG specialists meeting documentation
- * NDT meetings
- * Nurturing criteria sheets
- * schedules from special events

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Curriculum for the K-12 gifted learner is based on the North Carolina Standard Course of Study. The curriculum is enriched, extended and accelerated through the use of a collection of units, lessons and activities, arranged by grade level, which include interdisciplinary connections, field-trips, project-based learning, research and presentations. Published lesson plans/units meet the criteria of a developed rubric. These resources are used to differentiate the curriculum of those students identified as AM, AR, AG, and AI, and IG. Elementary AIG specialists collaborate with other LEA AIG specialists to provide consistency in curriculum and delivery. AIG specialists plan consistency in curriculum and instruction by creating K-2 and 3-5 curriculum menus for AIG pullout instruction.

The AIG curriculum meets the needs of the gifted learner in specific content areas by providing opportunities that enrich, extend, and accelerate the NCSCOS. These opportunities are, but not limited to:

*Science for a Day-A day to provide acceleration and enrichment for students in grade 5 to enhance the science curriculum.

* Mystery Day- A day to provide enrichment for students in grade 4 to enhance the ELA curriculum.

* Math Field Day -A day to provide acceleration and enrichment to students in grade 5 to enhance the math curriculum.

* Cleveland County Book Challenge- A day to provide interaction for teams (often including many AIG students) as they face-off over a list of novels that tie to the ELA curriculum.

* Robotics -An ongoing STEM experience for teams (often composed of many AIG students) who compete against other district teams in the spring.

AIG specialist research and provide K-2 classroom programs designed to nurture early elementary students. Teachers are provided the tools to adapt the NCSCS, identify abilities, readiness, interests and learning profiles of gifted students by collaborating with the AIG specialist/contact and the Needs Determination Teams at all schools

*** Practice B**

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.

The LEA provides diverse and effective instructional practices for the gifted learner by offering a curriculum that is organized by key concepts and principles of a discipline. The content is real-world with activities that cause them to process information at a higher level of thinking there by creating products which allow them to struggle with meaningful problems and propose defensible solutions. The pace of the curriculum responds to the individual needs of each learner. It offers the gifted learner a chance to learn at a higher level of difficulty with less scaffolding from the teacher, while at the same time providing for a certain amount of risk taking needed to advance the gifted learner in their endeavors.

The LEA uses a variety of instructional strategies to provide rigor, depth, and complexity to the AIG curriculum. High level questioning, problem-based learning, tiered task/products, group investigations and inquiry-based learning are just some of the strategies used to promote a more rigorous curriculum for the gifted learner. These effective strategies address a range of learning needs, but are not limited to:

- *Technology based learning and digital integration
- *Project-Based learning
- *STEM activities
- *Curriculum Compacting
- *Literature Circles-to gain a deeper understanding of the text

*** Practice C**

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

The AIG specialist /contact person at each school is given sufficient time to research and identify various research-based supplemental resources that enhance the AIG curriculum. The elementary AIG specialists meet to collaborate and discuss current trends in AIG curriculum and share those ideas to enhance their instruction. Cleveland County Schools AIG Program will continually research best practices, add and revise curriculum, and purchase materials to support the North Carolina Standard Course of Study.

The AIG specialist/contact person at each school collaborates with their curriculum coordinator {CTC} to ensure the needs of the gifted learner are being met within the framework of the school's curriculum model.

The elementary AIG specialists are given a chance to attend NCAGT when funds are available in order to gather new programming and research-based resources to support the gifted learner.

The AIG elementary and intermediate program uses a variety of research-based resources within their pull-out program as a part of their extended, accelerated

curriculum. Some of these are:

- * The Jacob's Ladder Reading Comprehension Program
- * Hands-on Equations
- * Primary Education Thinking Skills
- * Project M3- Mentoring Mathematical Minds

Some of the supplemental resources used in the elementary AIG program are used in an after-school format but may take place during a specified time period of the school day set aside for special enrichment activities (WIN time) such as:

- * Robotics
- *Cleveland County Book Challenge
- * Math Team

Middle and high schools use a variety of resources to provide rigor and relevant curriculum and instruction to extend the AIG instruction. Such as but not limited to:

- * Advanced/accelerated/honors courses
- * Virtual courses
- * College and Career Promise
- * Dual enrollments
- * Early College High School
- * Battle of the books/academic competitions/competitions in the arts
- * Keys to Literacy
- * Summer Ventures
- * Model UN
- * Special programs such as Governor's School, legislative nominations, leadership programs, etc

*** Practice D**

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

The AIG curriculum fosters the development of 21st century content and skill development opportunities by integrating real world contextual learning into its

program. The focus includes global awareness, civic and economic literacies, critical thinking, problem solving, communication and collaboration, research skills, applied information and media literacy, and applied life skills for leadership and social responsibility. Integration of STEM/STEAM encourages students to think critically, collaborate, creativity, and promote curiosity when demonstrating their learning.

Units/lessons/activities which support 21st century learners are created and compiled on Google Drive which can be accessed through the LEA email server. These lessons are developed through the collaboration of the LEA AIG specialists, regular education teachers and the CTC's at each school. Professional development is made available to each school which addresses the teaching and fostering of 21st century content and skills.

Real world learning opportunities are made available to the gifted learner outside the parameters of the AIG curriculum such as:

- * Model UN
- * Robotics
- * Maker Space
- * Summer Ventures
- * Mystery Readers Book Club
- * Duke Pre-College formerly known as Duke TIP (Talent Identification Program)

*** Practice E**

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

Multiple assessments, both formative and summative, are on-going to plan for differentiation in the AIG curriculum and instruction. Assessment data provides teachers direction in these areas by revealing students' strengths and weaknesses in content areas but also by providing information on the AIG students' interest and learning styles.

The data collected is used to promote and inform flexible grouping practices used throughout the LEA. Research based assessments are used to group students for the purpose of differentiating the curriculum in areas such as math and ELA. Assessments are also used to determine the grouping of students for the purpose of enrichment activities such as Robotics team, math team, and other academic competitions.

Resources are used to support the AIG and classroom teachers' ability to evaluate the data collected such as Booster Shot series on NC AIG Wiki site and collaboration with the CTC at each individual school. The AIG specialist/contact is involved in the collection and interpretation of the data process at each school level.

The assessments used measure a range of students' needs and abilities and include but are not limited to:

- * Cognitive Abilities Test (CogAT)
- * Naglieri Non-verbal Ability Test (NNAT)
- * DIBELS
- * Curriculum-based measurements
- * Benchmark testing
- * STAR reading and math

Formative classroom assessments such as four comers, exit tickets, pre-test, journaling/learning logs, interactive notebooks, peer/self-assessments, think pair share, STAR and accelerated math, standards-based quizzes.

- * Common assessments

*** Practice F**

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

The social and emotional needs of the AIG learner is met through the use of enrichment classes provided by the classroom teacher, the school counselor and/or the AIG specialist/contact at each school. These classes

target specific skills provided in the SEL (Social and Emotional Learning) program.

The school counselor, in class rooms/small groups provides guidance lessons that address typical social and emotional needs of the gifted learner.

Freshman Academy is established in each of the four high schools in the county in order to assist with the transition to high school and build relationships with faculty.

School transition days are planned at each transition level in order to assist students' transition into a new learning environment and evaluate student interest in elective areas of study.

*** 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.

AIG Specialists provide pullout or push-in services to enrichment groups in all elementary schools. The Enrichment Program targets the potential giftedness in all students, including under-represented populations, with early intervention and talent development opportunities. AIG Specialist use a variety of resources during enrichment instruction and incorporate technology, 21st century skills, critical thinking and the fostering of creativity into their lessons/units of instruction. The program also addresses the social and emotional needs of the young gifted learner by emphasizing areas of concern that may arise.

AIG Specialist at each school collaborates with classroom teachers to recognize students with outstanding potential and to help plan differentiated instruction and curriculum to develop gifted potential in young students.

K-2 students being served in the enrichment program have the opportunity for formal identification as the need arises. K-2 enrichment groups allow for flexible grouping based on criteria obtained from various data points such as DIBELS and CBM's. This flexible grouping ensures that all students are exposed to intentional strategies to develop potential.

*** 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.

Middle and high schools have an AIG contact/administrator. The AIG specialist/contact provides resources and support to help differentiate the curriculum and instruction for the gifted learner and communicates program initiatives.

NOT are available at each school/level. The chairperson of the NOT is the AIG specialist/contact. School administrators and AIG specialist select NOT members. The NOT serves as the AIG-PLC. The team meets regularly to discuss both placement and gifted educational needs.

School administrators support/schedule collaboration times for grade level/content teachers, special education teachers and CTC's to develop and implement curriculum and instruction differentiation for gifted learners.

*** 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.

Annual first quarter AIG parent** /parent-student meetings occur at all schools. Service options and DEPs/IDEPs are explained, reviewed and signed at this meeting. (Letter with DEP explained is sent home with DEP)

The AIG specialist/contact will notify parents that do not attend to arrange another meeting. Documentation noting parent DEP/IDEP meetings will be kept by AIG specialist/contact. Evidence will include more than one attempt to contact parents/guardians.

AIG specialists/contacts schedule a meeting in May/June to transfer folders to the transitional school and discuss unique student needs and characteristics. Sending schools will provide typed documentation of unique needs and characteristics to accommodate gifted learners.

*** Ideas for Strengthening the Standard**

AIG Specialist will collaborate to produce further units/lessons/activities for the students identified as IG. Incorporate social/emotional plans into already established units of study. (Try to include counselors in this role) More formal collaboration time between the AIG Specialist, classroom teachers and CTC's at each school needs to be developed. Create a website to provide resources for teachers, parents, and students.

Planned Sources of Evidence

* * Lesson plan/unit database LEA AIG specialist meeting agendas and minutes * Agendas and minutes from individual school collaboration meetings with classroom teachers and CTC's

* * LEA AIG website * NOT meetings agendas and minutes * Documentation from transitional meetings

* * DEPs/IDEPs * Schedules from: Science for a Day, Math Field Day, Mystery Day, Robotics Day, CCBC * List of AIG specialist/contact at each school * Enrichment criteria sheets

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

Standard 4: Personnel and Professional Development

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

The LEA employs a licensed educator to oversee the development, implementation, revision, and monitoring of the AIG program in Cleveland County. The Assistant Superintendent of Curriculum and Instruction is the current AIG director. Duties of the AIG Director include: managing the budget of the AIG program, advocating for the needs of gifted students, providing leadership in the planning, development, implementation, and monitoring of the AIG program and plan.

The AIG Director participates in all district leadership activities and collaborates with other leadership to develop appropriate AIG services for all students. The director will also participate actively in regional/area meetings and professional development opportunities, in order to, gather information about new best practices in AIG.

*** Practice B**

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

AIG specialists are involved in tasks to meet the academic, intellectual, and the social-emotional needs of gifted students. Cleveland County AIG specialists have AIG licensure and participate in additional educational opportunities as well as appropriate PLCs to meet the comprehensive needs of gifted students. Elementary and intermediate AIG specialists attend meetings to review program components, implementation, plan curriculum, enrichment, and activities to meet the academic, intellectual, social and emotional needs of gifted students.

AIG specialists receive instruction through educational opportunities, meetings, NCAGT conference, workshops, and LEA staff development. The specialists evaluate the aptness of the educational experiences they facilitate for gifted students through these instructional opportunities.

AIG specialists spend time in AIG job-related tasks including developing lessons/materials for gifted students, testing students, observing students, planning AIG staff development, scheduling collaboration with regular education teachers and school personnel, AIG NOT meetings, teaching and/or facilitating AIG professional development within PLCs.

*** 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.

All AIG teachers must be either AIG certified or in the process of being AIG certified.

Classroom teachers are instructed annually by our AIG staff via a presentation during the first nine weeks of school. This training includes: characteristics of being gifted, how to identify, the referral process and ways to best meet their needs.

At the secondary level, teachers are trained to teach various AP courses and other

advanced courses. Students are also eligible to take NCVPS, CCP courses, and other college level courses.

*** 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.

The goal of Cleveland County Schools is to place AIG students in the most rigorous and challenging classrooms. Numerous trainings and activities are in place to help our teachers best serve our students. Some of those trainings include: Reading and Math Foundations

- Eureka Math
- Science of Reading
- Guided Reading Training
- Digital Learning Courses
- NCAGT Conference
- NC AIG Booster Shots
- NC DPI Remote Learning Resources

*** Practice E**

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

AIG Specialists are well supported by our Assistant Superintendent of Curriculum and Instruction. Various trainings and professional development are offered to equip specialists.

*** Practice F**

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

AIG Specialists attend meetings together to collaborate in order to best meet the needs of AIG students. Technology is used to share new ideas and grade

appropriate resources.

Continuing education, credits, coursework, certificates

We send several AIG teachers to the NCAGT Conference

*** 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.

AIG Specialists collaborate to determine the professional development opportunities that best meet the collective needs of our identified students based on growth goals of Cleveland County Schools.

*** Ideas for Strengthening the Standard**

Additional training is needed to help regular classroom teachers differentiate for our AIG students in the regular classroom setting.

LEA professional development guidelines need to be established for regular classrooms teachers in order to help with the AIG student placement process.

We need diversity amongst our AIG specialists.

Planned Sources of Evidence

* List of certified AIG teachers at each school

* AIG PLC minutes/agenda

* NC AIG Booster Shot PD for regular classroom teachers

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

Standard 5: Partnerships

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Enriching events that are open to AIG students include the Scripps National Spelling Bee, Elementary and Middle School Cleveland County Book Challenge, Robotics, Math Field Day, Cleveland County Honors Chorus, Science Olympiad and a variety of field trips. Parents/Guardians often attend these opportunities. Live-streaming of these events allows parents to view the events if they are unable to attend, keeping them involved through media.

Qualified students may be invited and apply to attend Governor's School. Opportunities to join Honor Societies include, but are not limited to Beta Club, National Honor Society, and Career and Technical Honor Society.

All schools have orientations at which parents/guardians can meet teachers and sign/discuss their child's DEP for the year. With the

majority of our schools receiving Title I funding, all students, including AIG students, can benefit from parent involvement activities. Many schools have a science night open to all students, and all fifth graders and middle/high school students are provided a Career Day opportunity.

Gifted Specialists participate in MTSS meetings, as appropriate, for potential gifted/2E students to assist parents and staff with examining gifted characteristics/behaviors when evaluating these students. Information regarding the AIG Program, including information about the screening, referral and identification process, service options, and additional family resources, is made available to parents at Open Houses and Parent/Teacher conference nights, through in-person and virtual platforms

*** 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.

Partnerships with the community and area businesses provide support and resources to the program. The local media provides support and coverage of events involving gifted students. The AIG program's affiliation with the Cleveland County Schools Educational Foundation (CCSEF) makes academic and enrichment opportunities/competitions available for students. Math Field Day and Robotics are two of the opportunities that the CCSEF supports. Both are covered by local media and are live-streamed. Local board members are present at many AIG events and activities involving gifted students.

The Cleveland County Arts Council provides special programming to students, including gifted students. Partnerships that enhance AIG programs include local businesses, the Dover Foundation, the Cleveland County Schools Educational Foundation, Gardner-Webb University, Cleveland Community College, and local media. The AIG

department also collaborates with the district's Career and Technical Education (CTE) department to offer work shadow or internship opportunities with local businesses. These partnerships provide students 21st century academic and enrichment opportunities as well as scholarship opportunities for seniors.

The AIG department will work to expand and strengthen partnerships with businesses and organizations during the 2022-2025 plan cycle. We will continue to provide extracurricular opportunities such as Duke Pre-College, and will continue to support AIG Specialists who are applying for Piedmont Electric Bright Ideas grants, Donors Choose, and other nonprofits.

*** 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.

Each school has a Needs Determination Team that may include an administrator, the AIG teacher, a school counselor and several teachers. This team meets to discuss student needs as they apply to services stipulated by our plan.

District-wide, a diverse group of stakeholders, including parent/guardian representatives, are involved in the AIG plan revision. Additionally, parents/guardians of AIG students participate in the DEP process and support students in extracurricular activities.

Our LEA response during the 2022-2025 Plan Cycle will include continuing to explore other ways to recruit representatives from underserved diverse populations and getting community members involved.

*** 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

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

Sharing information about the AIG policies, plan, and program with stakeholders is a priority for Cleveland County Schools. K-5 teachers meet with parents at the beginning of each year to discuss and sign DEPs. The AIG Specialists hold a yearly information session for families at their schools and update their staff at a beginning-of-year faculty meeting. These sessions outline the screening, referral, and identification process, including identification criteria, as well as the service options.

Information about the AIG program is also made available at Parent Teacher Conference Nights. Additionally, comprehensive information about the AIG program is available to all families and community members on the Cleveland County Schools website. Many of our forms and parent/guardian letters have been translated into Spanish.

Elementary schools have a presentation at a beginning of the year staff meeting that details our AIG program guidelines. The AIG Specialist keeps staff informed of placement and service policies and relays staff development opportunities. Parent contacts are made through a variety of methods, including class newsletters, notes, webpages, texts, emails, phone messages, Twitter, class dojo, Facebook, Instagram, etc. Schools have ESL translators available.

*** Ideas for Strengthening the Standard**

Increased opportunities for parent involvement in the AIG program are always beneficial. Continue to discuss ways to strengthen parent/family/community partnerships at the middle and high school level. Continue seeking out additional community sponsorships.

Planned Sources of Evidence

- * Cleveland County Schools livestream its Special Events. Parent signatures on DEPs AIG Plan Revision Team Parent event sign-in sheets
- * Career Day Field trip permission forms CCS website Newsletter parent notes and emails
- * Class Dojo messages Translated documents Event programs listing sponsors

Documents

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

Standard 6: Program Accountability

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Cleveland County Schools develops and maintains a three-year comprehensive AIG plan that supports and assures the incorporation of programs and services that are legislated by the State Board of Education and the Department of Public Instruction. The plan is revised by a committee of stakeholders as mandated by the state, every three years. At this time, each component of the plan is discussed and necessary revisions are made to ensure the continuation of programs and services addressing the unique academic, intellectual, social and emotional needs of the gifted learners. When changes are finalized, the AIG Director submits

the changes to the local Board of Education for final approval. The revisions are then forwarded to the Department of Public Instruction.

*** 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.

Cleveland County Schools is committed to ensuring the implementation of our AIG plan. The identification processes are consistent across the county. The AIG teachers meet to plan, develop, and strategize ways to maximize the teaching/learning opportunities for identified students. As referred to in other parts of this plan, a number of researched-based programs, resources and units of study are utilized in each school at each grade level.

Teachers responsible for the referral, testing, and placement processes are properly trained to ensure consistency in identification.

All procedures are shared with regular classroom teachers, administrators, parents, and all other stakeholders on a yearly basis. This information is also posted on the AIG website.

AIG Director serves as a member of the district level instructional team allowing for direct sharing of program information and monitoring of program implementation.

*** 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.

Cleveland County Schools AIG Director oversees the expenditures of the state funds and works collaboratively with Cleveland County Schools Finance Department to ensure that all allocated funds are appropriately dispersed. State funds allocated for the local AIG program are used in the following ways:

- AIG Licensed teachers' salaries and benefits
- Curriculum resources and materials
- Curriculum development
- AIG/Advanced Placement teacher training
- Advanced Placement courses and resources
- Technology materials
- Workshop expenses
- AIG Conferences
- Field Trips (as related to gifted education)

AIG sponsored countywide competitions and initiatives
Special Programs for gifted learners-
Science for a Day, Mystery Day, Math day, etc

*** Practice D**

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

On a yearly basis, Cleveland County Schools maintains, analyzes and shares student performance growth data (in grades K-12) with all stakeholders including the local school board, central office personnel, school administrators, teachers, and parents. We not only look at yearly growth but also growth over time, in both elementary and middle schools. AIG teachers and regular classroom teachers use this data to plan and implement appropriate educational opportunities for gifted learners. The growth data we analyze and share includes:

- End of Grade tests - reading results
- End of Grade tests - math results
- End of Grade tests - science results
- County benchmark scores
- Quarterly classroom performance data (report cards)

Informal/Formal assessments
Teacher led conferences with students,
identifying areas of strength and
weakness.

*** 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.

Cleveland County Schools AIG Department has worked diligently to be more inclusive of underrepresented populations. The Enrichment Program in our elementary schools, grades K-2, has given us an opportunity to identify students who demonstrate gifted potential. Many of these students do eventually meet the criteria for placement in the gifted program starting in grade 3. As a result, our percentage of identified minority and low socioeconomic students and twice-exceptional students is on the rise. However, we realize that there continues to be a need to offer more accelerated opportunities for our highly gifted students.

Annually, we support and encourage the representation and retention of underrepresented populations in our

local AIG program in the following ways:

Implementing our Enrichment Program, Grades K-2, to include minority and low socioeconomic students who display gifted tendencies.

Work with teachers to identify English Language Learners who are very strong mathematically.

Work with special education teachers to identify students who have dual exceptionalities and offer accommodations to ensure successful learning experiences.

Utilize alternative assessments and nonverbal tests, such as the Naglieri Nonverbal Ability Test and/or Cognitive Ability Test, to assist in the identification of students.

Offer accelerated services such as grade and/or content acceleration, early college, AP coursework, etc. for highly gifted students.

Encourage students to participate in extra-curricular opportunities that support academic excellence such as Cleveland County Book Challenge,

Robotics, Math Team, Governor's School, Early College, etc.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	5.67%	7.82%	---	9.46%	---	15.38%
Male	26.09%	<5%	8.57%	---	9.82%	---	16.99%
Total	23.60%	<5%	8.18%	---	9.64%	---	16.21%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** 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.

All AIG teachers in Cleveland County who currently serve students in grades K-5 are either AIG licensed or are actively pursuing licensure from an accredited university. Teachers work with the AIG Director and Human Resources Department in regards to AIG licensure and other Professional Development requirements.

Teachers in grades 9-12 who are teaching AP classes may attend College Board Summer Institutes for their respective disciplines.

*** Practice G**

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

Cleveland County School students, parents, teachers, and administrators are given an opportunity to complete a survey to share positive aspects as well as points for growth. We will make this information available to our stakeholders through:

Scheduled parent meetings

Faculty meetings

Principal/Assistant Principal meetings

*** 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.

Cleveland County Schools AIG Department uses multiple sources of data to assist with program and plan reviews and revisions including:

Student, parent, teacher and administrator survey results

Advisory Board's feedback

End-of-Grade/End-of-Course/Advanced Placement test results

Students' classroom performance
Cleveland County's vision for academic success

*** Practice I**

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

Cleveland County Schools AIG Department recognizes the need to disseminate program evaluation data to parents/guardians, and other stakeholders. Since this data is used to evaluate and revise the local plan and programs, we believe it is imperative to make this data readily accessible to stakeholders. Ways to accomplish this task include sharing data with the following groups:

Staff members at individual schools

Instructional Committee of the Cleveland County Board of Education

Principals and Assistant Principals

*** 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.

Cleveland County Schools AIG Department protects the rights of AIG students by requiring parental consent for student identification and placement, providing parents a copy of Cleveland County Schools Procedures to Resolve Disagreements (online), housing AIG students folders and personal information in locked file cabinets, and securing all student information that is transmitted electronically.

In the event parents/guardians disagree with a decision, Cleveland County Schools AIG Department has leveled procedures for resolving disagreements. This begins with a school level meeting with Needs Determination Team (NDT) and progresses to an administrative review at the system level, including the Director of the AIG Program.

The following policies, forms, and processes are used to safeguard students' rights

(Policies)

The AIG Plan includes a policy to resolve disagreements that is defined according to the district's Policies 17 40 -Student and Parent Grievance Procedure (adopted February 13, 2017) and 1742-Responding to Complaints

(adopted March 13, 2017)

Policy 17 40 Reads in Short:

1. Filing a Grievance

a. A grievance must be filed as soon as possible but no later than thirty (30) days after disclosure or discovery of the facts giving rise to the grievance. Grievances filed after thirty (30) calendar days will be reviewed by the school system as a complaint outside the grievance process.

2. Level One

a. The principal shall schedule and hold a meeting with the student and/or parent within ten (10) school days after the grievance has been filed with the principal. The student may be accompanied by a parent.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

c. The principal shall provide a written response to the written grievance within ten (10) days of the meeting. The response will include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

d. A copy of the grievance and the principal's response will be filed with the Superintendent or designee. The principal should maintain a record of the grievance, including the grievance, response, and any investigative or supporting documents provided by the grievant or relied upon by the principal. These documents should be forwarded to the Superintendent in the event of an appeal.

3. Level Two

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the Superintendent. The appeal must be made in writing within ten (10) days of receiving the principal's decision and should specify the reasons for appeal.

b. The Superintendent or designee may review the written documents, gather

any additional information he or she deems necessary, and respond in writing to the grievant. The Superintendent may affirm, reverse, or modify the principal's decision. The Superintendent shall provide a written response within thirty (30) days after receiving the Level 2 grievance. In responding, the Superintendent may not disclose information about other students or employees that is considered confidential by law.

4. Level Three

If the grievant is not satisfied with the Superintendent's decision, the grievant may submit a written appeal to the Board of Education within ten (10) days. Level 3 grievance requests should be submitted in writing to the Superintendent, who will forward the information to the Board Chair.

a. Upon receipt of the appeal, the Board Chair shall appoint a panel of Board members to hear and decide the appeal. When possible, the full Board shall serve on the panel, but in no case shall there be fewer than three (3) members of the Board to hear and decide the grievance.

b. The panel shall make reasonable efforts to meet and consider the appeal within twenty (20) days after the chairperson refers the grievance to the panel. Notice of the appeal hearing will be given to the parties.

c. The panel shall review the grievance on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. Each party may make a brief oral presentation of no more than fifteen (15) minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. The hearing will be recorded and shall be held in closed session.

d. The Board panel may affirm, reverse or modify the decision of the Superintendent. The Level 2 decision will be reversed only if the decision was:

1. in violation of constitutional provisions;
2. in excess of the statutory authority or jurisdiction of the school system;
3. made upon unlawful procedure;

4. affected by other error of law;
5. unsupported by substantial evidence in view of the entire record as submitted; or
6. arbitrary or capricious.

Substantial evidence refers to relevant evidence as a reasonable mind might accept as adequate to support a conclusion.

- e. The panel will provide a final written decision within twenty (20) days of the Level 3 hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

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

Policy 17 42 Reads in Short

1. The complaint should be received and addressed at the level closest to which the complaint originated. For example, a complaint regarding a classroom issue should be heard first by the teacher. A complaint regarding the school in general should be addressed first by the principal.
2. Any Board member or employee receiving a complaint should verify that the complainant has been referred to the appropriate personnel and if not, assist the complainant by identifying the appropriate personnel. Complaints should be referred consistent with the following:
 - a. Matters related to Board policies and Board relations are under the

management jurisdiction of the Superintendent. In addition, concerns about a principal should be referred to the Superintendent.

- b. Matters of an instructional nature, those relating to student services, student activities, special education and testing are under the management jurisdiction of the Assistant Superintendent for Curriculum and Instruction.
- c. Matters relating to food services, transportation, school facilities, technology, are under the management jurisdiction of the Assistant Superintendent of Operations.
- d. Matters relating to school security, student discipline, student assignment and athletics are under the management jurisdiction of the Director of Administrative Services.
- e. Matters relating to school or district communications and community relations are under the management jurisdiction of the Director of Communications.
- f. Matters related to school personnel and human resources are under the management jurisdiction of the Executive Director of Human Resources.
- g. Matters related to finance and budget are under the management jurisdiction of the Director of Finance.

(Forms)

Forms are developed to obtain informed consent for identification and services. Have rights translated and available in various formats and in the students' native language(s). Connect local rights to parent rights in Article 9B.

- AIG Historical Data Sheet
- AIG Nomination Letter for Teachers
- AIG Referral Data Record
- AIG Needs Determination Team Decision
- Academically/Intellectually Gifted Services Prior Notice and Parent/Guardian Consent For Evaluation
- K-5 Differentiated Education Plan (DEP)

(Processes)
Elementary Students:

Students are placed in appropriate grade-level classrooms.

If a student transfers during the school year, school personnel notify the AIG teacher assigned to that school and appropriate placement is determined after reviewing the student's most current testing data and classroom performance.

Additional testing is administered if warranted.

AIG Team takes appropriate action.

Middle School Students:

The AIG Specialist will transition the student records to the middle school by contacting the Assistant Principal in charge of AIG Folders at the middle school level. This will ensure appropriate class placement.

High School Students:

Students self-select classes using criteria for honors, advanced placement course offerings, AP, and CCP Courses for dual enrollment.



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

* Ideas for Strengthening the Standard

Revisit AIG rosters at the end of the each year and prioritize teacher placement and budgets.

Try to increase PLC time and collaboration to build leadership in our AIG staff

Planned Sources of Evidence

* CCS AIG Website - This is being rebuilt as we speak

* PLC meeting and minutes

* Board approval of plan

* Yearly reports of testing and accountability

Documents

Type	Document Template	Document/Link
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AIG Standard 6 Additional Resources	N/A	
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Local Board of Education Approval

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

* Approved by local Board of Education on:

05/09/2022 

Original Application Submission Date: 07/08/2022

Revision Submission Date: 02/22/2023

Documents

Type

Document Template

Document/Link




Local Board of Education Approval Signatures
[Upload at least 1 document(s)]

 [Local Board of Education Approval Template](#)

 [CCS Board Approval](#)

AIG Related Documents

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 CCS Board Approval
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Referral Sheet
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Cleveland County Schools (230) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition
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The Local AIG Plan glossary is provided in an uploaded document.